

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 – 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 are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes. Such relationships are by their very nature trans-disciplinary (knowledge transcending the disciplines and the college or university) and asset-based (where the strengths, skills, and knowledges of those in the community are validated and

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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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Title

Assistant Program Director, Office of Academic Affairs and Co-Chair, Carnegie Community Engagement Classification Application Workgroup

Institution

University of South Florida-Sarasota-Manatee

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-- empty or did not respond --

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City

Sarasota

State

FL

Zip Code

34243-2049

Full Name of Institution's President/Chancellor

Karen Holbrook, PhD

President/Chancellor's Email Address

kholbrook@usf.edu

Full-Time Undergraduate Equivalent Enrollment (as reported in IPEDS)

2,215

Full-Time Graduate Equivalent Enrollment (as reported in IPEDS)

137

of Full-Time Equivalent Staff (as reported in IPEDS)

276

of Full-Time Equivalent Faculty (as reported in IPEDS)

90

SECTION 2: Campus, Community, and Community Engagement Context

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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.

New College separated from USF in 2000 and, subsequently, USFSM was established as a regional campus of USF, obtaining land and erecting its own facility in 2006; this campus building has continued to serve a growing student, faculty, and staff population. Groundbreaking for a second building occurred in March 2023 and is slated for occupancy in 2024. Even after the split, the campus continued offering only upper division and graduate courses, primarily catering to nontraditional, working students, most of whom were community college transfer students.

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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 2019–2020, 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. Consequently, main industries and activities include business/financial services/insurance, social services, hospitality and tourism, healthcare, personal and professional services, retail, construction, arts and entertainment, sports, and education. The area is also becoming a center for high tech and cybersecurity firms. USFSM began offering courses and programs in the area to meet a need for qualified workers, and it continues to revise instructional offerings as needs change based on input and feedback from community partners.

The Sarasota-Manatee campus is geographically located in a particularly interesting area of the state from an historical perspective: It occupies land that was part of the traditional homelands of the Seminole and Miccosukee Indian tribes of Florida as well as the older tribes of the Calusa, Uzita, and Tocobaga Indigenous people. The parcel of land on which the campus is situated was also the location of Angola, the Black freedom-seeking community that subsequently became known as the Black Seminoles. Finally, Sarasota is home to a rich history that connects to the circus arts through proximity to the Ringling Circus Museum less than a mile from campus (Ringling and USFSM's Circus Arts programs are described in subsequent sections of this application).

USFSM is the only full-service, public research university between Tampa and Fort Myers, including graduate

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programs and research faculty, offering programs in business, hospitality, humanities, education, social sciences, life sciences, and—more recently—nursing. 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

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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 “Brunch on the Bay” 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 “we.”

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 “to excel academically and professionally.” 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

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speakers in their respective fields, including climate change, U.S./China relations, and a recent four-part series on the various issues related to the Russia/Ukraine war. Programs also have included debates by local and state politicians during campaign seasons as well as other current issues of concern. All programs are open to all members of both the campus and larger community and typically attract many community residents.

SECTION 3: Quality of Community Engagement Relationships

1. Describe specific systematic actions and strategies used to ensure the institution, academic units (colleges, departments), and faculty and staff are building academic-community partnerships that center mutuality and reciprocity. Please provide one example for each of the following categories of practices that indicate mutuality and reciprocity (maximum word count 1000):

- a. how the effectiveness of those actions and strategies are shared with partners.**
- b. how the campus ensures that community partners have “significant voice” and input into institutional or departmental planning.**
- c. how the systematic data from the feedback and assessment of partnerships is used to improve reciprocity and mutual benefit.**

1.a. TERVIS

The partnership between Tervis Tumbler Company of Venice, FL—a third-generation company founded in the mid-20th century—and USFSM began in 2019. The company reached out to the College of Business (COB) seeking a collaboration with students in the marketing program. Sessions were held at company headquarters and 25 students from the Marketing Solutions class were invited to evaluate various Tervis products (insulated drink containers). Applying principles learned in their marketing program, students identified opportunities for product improvements, including an important product change (the addition of a soft silicone base to stainless steel water bottles to muffle the sound upon impact with a desk or table). The recommendation was subsequently implemented. With the onset of COVID-19, workshops shifted to virtual and Tervis played a lead in the discussions about “the 7 habits of highly effective remote workers.”

Since the initial collaboration, additional programs have been instituted, including student focus groups (complementing the USFSM marketing/general studies curriculum). Students draw from classroom learning and marketing theory to provide Tervis with feedback about overall product design, styling, color, and choices for product customization from the perspective of college-age consumers (a target audience). As Tervis is committed to environmentally responsible alternatives to disposable, single-use bottles and cups, input from millennials is important in furthering the company’s reach. Sustainable products have been added to the product line (coffee mugs, wine glasses, stainless steel water bottles). Instrumental to the successful enactment of a Tervis-USFSM partnership has been the leadership of Jay Riley, USFSM’s Director of Business Outreach and Engagement; former Dean of the COB, Dr. James Curran; USFSM Professor Kelly Cowart, PhD; and Toni Ripo, Career Services Coordinator.

From this early collaboration, internships have been created for USFSM students at Tervis and several students have been hired upon graduation. The company’s CEO, Rogan Donnelly, a USFSM MBA graduate, has since established an endowed scholarship within the COB. Mr. Donnelly was appointed a trustee of the University of South Florida in 2021.

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1.b. PAInT

One example of reciprocity and practices used to elicit community feedback and “voice” 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 2019–2020, monthly meetings were held with Manatee School District leadership to provide a forum for community voice and direction for PAInT programming. As a district serving 394,000 students, the program’s reach was extensive across all grades. Dr. Davis-Cotton served as Chair of the School District of Manatee Arts Education Council and collected input from educators and community members with respect to program initiatives as well as feedback that would further integrate core tenets from the District’s strategic plan into curriculum enhancement. Outcomes directly attributable to stakeholder feedback included identification of opportunities for improvement, addition of two new resources, and procurement of support for additional staff along with supplies and instruments for the performing and fine arts programs.

Ultimately, PAInT program initiatives were refined and enhanced through partnerships with various community arts organizations. These led to positive changes impacting faculty across dozens of county schools through customized training and development programs. The District successfully implemented a cohesive program where arts-enhanced learning and experiences were integrated within the academic curriculum for all Pre-K through 12 students. These combined benefits have resulted in not only appreciation for the value of arts in the community, but increases in test scores and enhancements in individualized learning. Additionally, responding to community feedback, more than a dozen new cultural programs spanning the performing and fine arts have been launched in a variety of venues. Importantly, these successes led to an \$8.5M grant from the federal Department of Education to support continued development and implementation of PAInT programs.

1.c. REVERSE CAREER FAIR

First launched in 2018, the Fair successfully expanded business and community partnerships every year thereafter. This event flips the traditional career fair format by placing students at the center of the Fair; students create displays to promote their skills and experiences while recruiters circulate through the room to meet potential candidates. Feedback from both student participants and employer-partners resulted in enhancements to the program, including more emphasis on communication skills. Community leaders and business partners provide training on topics of communicating with employers (Excelleration Partners), interviewing skills (Enterprise Holdings), and networking strategies (Northwestern Mutual).

Aggregate data from surveys (2018–2022) show students “agreed” or “strongly agreed” (97.75%) that the program training contributed to their career success. Importantly, employer surveys indicated high satisfaction (99.9% “agreed” or “strongly agreed”) with student application materials and 100% with student communication and presentation skills. As a measure of efficacy, there was a 100% job offer rate and an 82% job acceptance rate at the first Reverse Career Fair and, for 2019, a 67% job/internship acceptance rate.

In 2019–2020, the Fair expanded to include the Cross College Alliance (CCA: State College of Florida, The Ringling, New College of Florida, Ringling College of Art and Design, USFSM) and transitioned into an online, asynchronous format due to the pandemic. By working with the CCA, the number of employers recruiting at

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USFSM increased and the types of opportunities available to students diversified. Reflecting on the Reverse Career Fair benefits to both employers and students, Ms. Ripo noted, “it all starts with relationships within the community. Without them, we wouldn’t be as successful as we are in helping students find meaningful jobs or internships and start exciting new careers once they graduate.” The National Association of Colleges and Employers (NACE) recognized the “reverse career fair model” as a best practice.

2. Community engaged campuses collect data about the mutuality of community partnerships. Describe the nature of data your institution collects about community partnerships. Describe how the use of disaggregated partner demographic data (specifically by racial and/or demographic groups) is used in your assessment and planning. Please describe at least two but not more than four examples of how this data is used (maximum word count 1000).

It is important to note that while USFSM does not have a systematic way of capturing metrics or a singular data collection system across the entire University, the Sarasota-Manatee campus has specifically targeted outreach and community engagement efforts across multiple, underserved demographic groups. These will be highlighted throughout the application, including four of the many campus-wide examples below. As a sidebar, efforts throughout the self-study reinforced the desire and need to pursue a cohesive data collection system that will collect details and capture the substantive community engagement work that has been done and will continue to be done in the years ahead.

2.a. The Office of Multicultural Affairs at USFSM, under the direction of then-assistant director of student services, Darren Gambrell, partners annually with the YMCA/Safe Children Coalition “Achievers Program” to present a career summit to disadvantaged middle and high school Black and Latinx students in Sarasota County. The program provides students with college preparation, FAFSA, personal development, leadership, community service, cultural enrichment, and educational guidance. For the 2019–2020 academic year, \$6,000 was provided in scholarship support to students attending USFSM; these students are often first-generation college students. Monthly meetings were held wherein programmatic enhancements were discussed, feedback was provided from the Coalition, and the University expanded its efforts to provide a diverse and inclusive community for learning and discovery. Since the collaboration began in 2010, more than \$132,000 has been provided in scholarships to 39 students. The summit itself attracts more than 100 students each year.

2.b. For more than a decade, USFSM has maintained an exceptional partnership with Booker High School in Sarasota, located three miles from the college campus. Established to serve a predominantly African-American community, Booker’s student census in 2019–2020 was 1,284. The high school is host to the Gamma Xi Boulé Foundation, founded in 2001. This nonprofit organization was created to encourage excellence in education and provide youth development programs for underserved youth in both Sarasota and Manatee counties. A recognized partner in the community, the Foundation was selected by the Sarasota County School Board as “Outstanding Local Business Partner of the Year” for its popular Speaker Series—a program that reached more than 600 Booker High School students across all four grades during 2019–2020. USFSM students, faculty, and staff played an integral role in collaborating to serve as speakers on a broad range of topics throughout the yearlong high school program. These included leadership as well as diversity, equity, and inclusion, among others. The Gamma Xi Boulé Speaker Series provided students with a range of experiences and opportunities to learn from Subject Matter Experts about different career paths as well as options for continued study within higher education. Additionally, and perhaps most importantly, students were afforded multiple opportunities to explore questions about life and the college experience as well as build rapport with University faculty, staff, and students.

2.c. A partnership between Hardee Correctional Institution and USFSM was forged in 2016 that resulted in the

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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 levels—minimum, medium, and close—the 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 "elevate the quality of life of the Hispanic/Latinx community in the region through education, integration, and civic engagement." 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 students—a number of whom have gone on to study at not only USFSM, but Yale, Princeton, Stanford, Cornell, the University of Pennsylvania, Vassar, and Oberlin, among many other institutions. A special focus has been in the post-secondary education arena with establishment of a pipeline from elementary to high school and through to college for first-generation, low-income Latinx students. The University of South Florida Sarasota-Manatee began its initial collaboration with UnidosNow in 2011 and has collaborated with the organization every year since. USFSM is named as UnidosNow's first strategic partner among 23 stellar organizations from throughout Sarasota and Manatee counties. Many staff, faculty, and students from USFSM figure prominently in UnidosNow's annual Hispanic Student Festival—from offering guidance for the college admissions process, essay-writing strategies, and financial aid/FAFSA to presenting success techniques for navigating the transition from high school to college, pursuing dual enrollment to earn early college credits while in high school, and career considerations.

3. Provide an example of collective goals that the campus and community have developed and agreed upon to guide community engagement. How are these goals tracked, measured, and reported annually to various stakeholders?

USFSM underwent a comprehensive strategic planning process in 2015. This effort involved the Community Leadership Council (CLC), comprising more than 50 community business leaders, governmental and municipal partners, and community stakeholders, as well as a Steering Committee. The entire process was facilitated by a volunteer retired executive from the Sarasota Community Foundation with expertise in organizational planning and a deep understanding of the landscape of the community and its business and social agency partners. Central to their mission was understanding and expressing the needs of employers and the education, background, and experience sought in student candidates.

Ultimately, the work of the CLC and the Steering Committee was wholly reflective of a myriad community interests and goals addressed through multiple public forums and collective strategizing meetings; this resulted in the creation of a comprehensive plan that was presented to and garnered the approval of the University's Board of Trustees by the Florida Board of Governors. Two examples of direct outcomes that were responsive to community input and requests included the development of a nursing program to address shortages throughout the surrounding area as well as programming within the risk management/insurance field.

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A core tenet of this 2015–2020 Strategic Plan (“Focus on Quality 2020”) was reflected in the USFSM vision statement: “As a valued member of the USF System, USFSM will be nationally recognized as a student-centered, research-focused, community-engaged University with significant economic and cultural impact to the region.” Supporting this vision, the strategic plan stated, “USFSM’s community engagement commitment will be recognized for its significant impact on the quality of life in the region.” Seven strategic goals comprised the 2015–2020 Strategic Plan—all designed to further the effort to build and be known for a community engagement identity in partnership with a variety of organizations throughout the service area. The underlying rationale was recognition of the importance of public higher education in educating students for responsible citizenship; knowledgeable, involved citizens of the community contribute meaningfully to the overall social and economic success of the region, state, and nation.

Other organizations contributed thought leadership to the development of community engagement initiatives. For example, in August of 2020, PAInT Director Dr. Davis-Cotton published survey results from 2019 in Arts Education Policy Review that discussed the value of arts integration and its direct benefits to community engagement. More than 600 community stakeholders participated in assessing school-community arts events involving student and community exhibitions and public performances. The survey reported that “arts integration ... builds on the strength of community to help students become more culturally and academically diverse through a variety of instructional modalities.” This connects to student preparation for a competitive 21st century workforce through cognitive efforts strengthening intellectual growth: “A catalyst for growth, arts integration is a dynamic and emergent engine for workforce readiness.”

While there is no formal feedback loop in place, within each of the USFSM-community partnerships, progress-to-goal is reported regularly in campus board program advisory committee meetings and communicated to relevant stakeholders informally in ongoing meetings.

4. Describe how community partners in marginalized communities are compensated for their labor in enriching student learning and faculty research.

Through the receipt of federal, state, and private funding, the University of South Florida collaborates with organizations to identify, research, and improve various outcomes within designated communities. Partnering organizations are funded through subawards to assist the University in carrying out elements of the effort proposed by the University to find and apply methodologies to move the community forward. The University’s subawardees typically are in a position within a community that provides them with a level of credibility, expertise, or access that the University does not have or could not obtain (at least within a reasonable amount of time or that would be fiscally responsible), making them a viable partner and collaborator in the work. The funding allows the subawardee to undertake the extra work without burden and brings recognition from the University to the value brought to the collaborative effort.

To further amplify the role that USFSM plays in its surrounding communities, it is essential to convey that the small campus has a well-deserved reputation in its short (16-year) history of serving multiple constituent groups in Sarasota and Manatee counties. These areas reflect a rich diversity of racial and demographic families and stakeholders—including neighborhood schools, businesses, not-for-profit agencies, and many others—who have entered into longstanding relationships and partnerships with the University. As noted earlier, while a singular data collection system across the entire University does not exist (whether in pre-consolidation at USFSM or within the consolidated One USF in place now), throughout the self-study process, it became abundantly clear that pursuit of a cohesive data collection system would be essential in order to capture data reflecting extensive community engagement work going forward.

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There is compelling evidence of deep collaboration with mutual gains throughout each of the institution’s partnerships that benefit parties on both sides of the equation. Students, of course, are clear recipients of the community-engaged partnerships—but, in equal measure—they 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 levels—shared 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.

SECTION 4: Academic Community-Campus Partnerships

Describe at least five but no more than eight representative examples of partnerships (i.e., institutional, centers, departmental, and faculty/staff) that illustrate both the breadth and depth of community engagement during the most recent academic year.

Partner #1

| | |
|--|---|
| Project/Collaboration Title | College of Business Risk Management Program |
| Community Partner Name | Florida RIMS, RIMS, CPCU, Griffith Foundation |
| Community Partner Contact | Patrick Del Medico |
| Campus Partner (person, program, department, center, etc.) | Steve Miller, PhD, with support of several adjunct professors, Risk Management and Insurance, College of Business |
| Purpose of the Community-Campus Partnership | The Enterprise Risk Management (ERM)/Insurance field was growing exponentially with an increased need for skilled practitioners and graduates who could bring value to industry (from insurance companies to financial institutions). With a shortage of qualified employees in the Risk Management and Insurance (RMI) industry in the Sarasota-Manatee area, the climate was favorable to build an RMI program. Fundamental to establishing the program was bringing on board a faculty member to lead the initiative and create a program and curriculum (Dr. Miller). This entailed defining program goals and vision with well-articulated short-term goals to address the expressed needs of the insurance business community, creating an industry board, putting in place an appropriate infrastructure, designing RMI curriculum, creating internship opportunities, and instilling a continuous improvement process reflecting ongoing feedback to ensure quality outcomes. |
| Length of Partnership | Since 2019 |
| Number of faculty involved | 1-3 |
| Number of staff involved | 1 |

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| Number of students involved annually | 97 |
| Grant funding, if relevant | n/a |
| Impact on the campus | RMI students gained knowledge and experience through relationships with community partners. Networking opportunities expanded expertise as well as created opportunities for employment. Association meeting participation afforded further opportunity to expand industry know-how and symposia offered students the ability to obtain CE credits for maintaining licenses. The speaker series expanded the value of the program to students within the RMI program as well as those in other business programs. Key Performance Indicators (KPIs) assessed results and measured progress toward specific short-term goals. It is important to note that the Baldwin family and VRP Group made a \$5.2 million gift to USFSM in the fall of 2022 to rename the School of Risk Management to the Baldwin Partner School of Risk Management and Insurance. It is the largest gift that the campus has ever received. |
| Impact on the community | USFSM was one of only two public universities in Florida offering a program in risk management and insurance in 2019–2020. Central to the program was developing partnerships with industry leaders in collaboration with RMI students to address industry needs for talent upon graduation. Subject Matter Experts (SMEs) within the community served as panel experts beyond offering a network of resources to students. SMEs were tapped as judges for student class presentations, participated in campus speaker series, and served as adjunct instructors and invited guests to classrooms. |
| Provide one example as to how reciprocity is enacted through the partnership | The industry speaker series helped to promote and encourage student interest in the insurance/risk management industry as a profession. This was enhanced through education outside the classroom, networking, development of transferable soft skills, and creation of a program brand on campus and within industry. Visibility was augmented through community service activities (5K run for charity, day of service with insurer, etc.). |
| Titles of Courses Linked to Partnership | Enterprise Risk Management (RMI 4354) Life & Health Insurance Products (RMI 4115) Insurance Operations (RMI 4292) Principles of Insurance (RMI 3011) Risk Management Internship (RMI 4941) |

Partner #2

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|--|---|
| Project/Collaboration Title | Biology and Mote Marine Laboratory & Aquarium |
| Community Partner Name | Mote Marine Laboratory & Aquarium |
| Community Partner Contact | Andrea Tarnecki, PhD – Microbiologist • Traci Sherwood, PhD – Immunologist (microbiology labs) • Kim Bassos-Hull, PhD – Field Biologist • Michael Crosby, PhD – President & CEO |
| Campus Partner (person, program, department, center, etc.) | Paul Kirchman, PhD – Campus Dean, College of Arts & Sciences • Victoria Ramirez, BS – Laboratory Manager • Christelle Bouchard, PhD – Molecular Biologist |

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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. |
| Length of Partnership | Since 2014 |
| Number of faculty involved | 2 Mote scientists were hired as courtesy faculty at USFSM, augmenting the biology teaching staff of 4 |
| Number of staff involved | 1-2 |
| Number of students involved annually | 50 |
| Grant funding, if relevant | n/a |
| Impact on the campus | Students enhanced their education through experiential learning of environmental concerns in the "backyard" of their own community through the Mote Marine Laboratory & Aquarium (eight miles from campus); this expanded their "book knowledge." This helped to develop students as better stewards of their local environment. Access to the coveted program at Mote was a particular attraction for USFSM students and those accepted into internships received stipends while gaining valuable experience. |
| Impact on the community | While a number of science students initially began their studies with premed, pre dental, pharmacy, research, or veterinary medicine in mind, many ultimately pursued careers in different directions—most frequently returning to work in the communities surrounding the Sarasota-Manatee campus. This program provided enhanced exposure to topics in the immediate geographic vicinity of the campus community and resulted in better educated, hands-on students in the broader field of microbiology. Mote had an enhanced understanding of the exposure students received to the overall field of microbiology in their curriculum and were able to influence the internships and employment opportunities that could be made available to students that would be positive outcomes for both parties. |
| Provide one example as to how reciprocity is enacted through the partnership | The field of microbiology transcends terrestrial and marine environments—and using marine biology as a platform for scientists at Mote to share their research work with undergraduate students provided relatable, real-world learning, infusing the curriculum with authenticity. As noted, Mote was able to build relationships with students in a productive manner that fueled subsequent internship and employment opportunities. |
| Titles of Courses Linked to Partnership | Microbiology (MCV 3020) Microbiology Lab (MCV 3020L) Research Methods (BSC 3453) |

Partner #3

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

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| Project/Collaboration Title | Criminology Program (Prisoner Reentry/Recidivism) • Prisoner Reentry & Recidivism Class • Entrepreneurship Program (prison—state-run/>1 year) • Entrepreneurship Program (jail—county-run/Sarasota County Correctional Facility; incarcerated individuals) |
| Community Partner Name | Florida Department of Corrections • Sarasota County Correctional Facility (Sarasota County Sheriff's Office) • Sarasota Salvation Army |
| Community Partner Contact | 3 community partners: • Prisoner Reentry & Recidivism Class (2 partners) Sarasota Salvation Army: Lisi Brannen Sarasota County Jail: Lt. Arlene Tracy • 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 of this larger partnership was designed to provide students with an in-depth examination of the reentry process and its challenges, including recidivism, and to introduce students to community-based experiential learning. The prison entrepreneurship program, the other branch of this larger partnership, was designed to provide incarcerated men with entrepreneurial skills to assist them upon release. USF graduate students served as research assistants. |
| Length of Partnership | Florida DOC Partnership – 2015–2020 • Sarasota County Correctional Facility Partnership – 2017–Present • Sarasota Salvation Army – Since 2015 |
| Number of faculty involved | 2 |
| Number of staff involved | 15+ |
| Number of students involved annually | 25 annually (includes undergraduate students in the course and 1–2 graduate students per semester helping with the entrepreneurship course at the prison) |
| Grant funding, if relevant | USFSM provided a new research grant in the amount of \$10,000 (i.e., internally funded) |
| Impact on the campus | A deep respect and mutual understanding was forged as students engaged regularly with the audience many are committed to serving upon graduation. Students had an opportunity to consider their own stereotypes and preconceived notions about incarcerated individuals and deepened their understanding of the value of a community-engaged partnership and areas where they could have an impact. |
| Impact on the community | This partnership provided a link among theoretical, textbook, and classroom learning and the greater community that students in the criminal justice program were hoping to better understand and serve. By being physically present with incarcerated people in the jail and collaboratively engaged in learning to help solve a real-world issue, they brought positivity to combatting the challenges faced by ex-inmates reintegrating into society. Students offered recommendations for improvement in the incarceration and reentry experience, some of which have been implemented. Several students are now employed by the Sarasota Sheriff's Department. |

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| 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

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| 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 – 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 |

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| 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 “Excellence in Community Engagement: Donna Polelle, PhD, College of Science & Mathematics”). |
| Impact on the community | The services offered through the center help to support individuals coping with aphasia and their families (15+ in 2019–2020)—helping 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 – “Brewing Industry Partnership” |
| 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 – 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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| Purpose of the Community-Campus Partnership | In partnership with different area breweries, students representing many different majors had an opportunity to learn the science and chemistry of beer-making while also being exposed to the hospitality side of beverage service. Partners from the community donated professional equipment and space for student use. Students provided feedback and analysis to the brewers, including input in the development of recipes for signature beers. They also learned about managing a brew house in addition to the science of making beer, learning best practices from experts. It was a unique, experiential learning program where students had a chance to collaborate with head brewers and brewmasters. A key benefit of the partnership was providing students with an appreciation for learning the science behind everyday products that is then transferable to the world of work following graduation. |
| Length of Partnership | Since 2014 – Present |
| Number of faculty involved | 2 |
| Number of staff involved | Varied |
| Number of students involved annually | 20 |
| Grant funding, if relevant | n/a |
| Impact on the campus | The courses provided traditional biology and chemistry students with opportunities to see in actual practice the results of chemistry and biology in concert with one another. Students of the hospitality and tourism program gained insights working with brewers and experts in the field in one of the beverage areas they had studied. |
| Impact on the community | A collaborative relationship among students, faculty, and the business community of breweries in the Greater Sarasota-Manatee-Bradenton area has resulted through the launch of these courses. Visibility for different venues was heightened as the campus and community became more aware of the involvement of local students in the art and science of making craft beverages. |
| Provide one example as to how reciprocity is enacted through the partnership | Beyond the exposure breweries gained for their product lines by potential future consumers, they benefited from the knowledge of a particular demographic group in their product development and marketing efforts. They also gained ideas for new recipes. Students learned hands-on skills through their experiential learning by partnering with brewers in the field. Several students were granted internships with brewery partners in the program and one career path that opened to a program graduate included a position as a microbiologist. |
| Titles of Courses Linked to Partnership | Chemistry/Microbiology of Beer (CHS 4411) Intro to Beer Science (HFT 3864) |

Partner #6

| | |
|-----------------------------|---|
| Project/Collaboration Title | The Tortoise Team at USFSM |
| Community Partner Name | Cross College Alliance: Environmental Discovery Awards Program |
| Community Partner Contact | CCA/EDAP Internships: Madeline Tympanick, EDAP Internship Coordinator |

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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 • Paul Kirchman, PhD, Dean, Coll. of Science & Math • Victoria Ramirez • J. Szempruch & E. Fruehauf, Info Commons • 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 acres on campus) to provide important data that directed the management of the gopher tortoise habitat and provided opportunities for student research and educational events and activities for the local community. |
| Length of Partnership | Began in 2016; continued year-round since (except for 2020 and 2021 pandemic years) |
| Number of faculty involved | 1: mentoring/workdays; 3: events |
| Number of staff involved | 2: events |
| Number of students involved annually | 20+ |
| Grant funding, if relevant | Grant funds were provided in 2015–2018 (prior to self-study year) for habitat management training, equipment, and estuary habitat restoration. |
| Impact on the campus | This local protected area gave student volunteers a connection to the environment, creating a sense of place as they recognized the responsibility of engaging in the needs of the community. Students presented posters of their projects and research at local and regional conferences. Students had opportunities to be mentored in field research for various courses (listed above). Students applied for the Cross College Alliance's Environmental Discovery Awards Program (EDAP) for paid summer internships for gopher tortoise conservation, another opportunity to prepare for future studies in ecology, conservation, etc. |
| Impact on the community | The Information Commons hosts annual Gopher Tortoise Day events. In 2019, it was expanded to four days in the Information Commons with a poster tour, informational handouts, showing of gopher tortoise videos, and activity books to build community awareness. Research posters and Tortoise Team members were on hand to talk about their conservation efforts and to recruit volunteers. Just some of the many impacts included: - Tortoise Team volunteers provided habitat tours to USFSM's "Accepted Students Day" participants - A Project WILD workshop was led by Dr. Banner, in partnership with the PAInT Center, to provide an Arts-Integrated Wildlife In Learning Design Workshop for Sarasota/Manatee county K–12 teachers and undergraduates in education. - The Heinrich Grant supported the purchase of interpretive signage to put at the gopher tortoise habitat to inform the community about gopher tortoises and how to become involved with volunteering as well. |
| Provide one example as to how reciprocity is enacted through the partnership | The Tortoise Team planned and carried out activities for community involvement. The Flagship event was the annual Gopher Tortoise Day carried out on April 10th (Florida's Official Gopher Tortoise Day). The public was invited to visit our campus to learn about the Gopher Tortoise Conservation Area on the Sarasota-Manatee Campus. This was a one-day event during the self-study year (but expanded to a month-long schedule of on- and off-campus activities in 2022). |
| Titles of Courses Linked to Partnership | Research Methods in Biology (BSC 3453) Directed Independent Study in Biology (BSC 4905) Undergraduate Research (BSC 4910) Principles of Ecology Lab (PCB 3043L) Advanced Undergraduate Research (IDS 4914) Honors Thesis (IDH 4970) |

SECTION 5: Institutional Identity and Culture

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

1. Describe how your campus mission and vision reflect an institutional commitment to community engagement. Provide a quote from the mission and/or vision statement that best represents your institution's commitment to community engagement.

"The connection the USFSM campus enjoys with the surrounding community is its 'superpower'." Rhea Law, JD—named as USF's eighth president in March 2022—has expressed variations of this "superpower" sentiment in describing the USFSM's commitment to community engagement.

USFSM's mission statement within the 2015–2020 Strategic Plan states: "USFSM partners with local businesses, nonprofits, and educational institutions to ensure that the educational programs provide qualified employment candidates to address the current and future community needs. [The University] offers additional certificate programs and internships that meet the unique needs of employers and employees in the region... [and] supports a personalized learning experience built on... campus experiences and opportunities for community engagement."

This commitment is further supported by the vision statement in the same strategic plan: "As a valued member of the USF System, USFSM will be nationally recognized as a student-centered, research-focused, community-engaged University with significant economic and cultural impact to the region. USFSM's community-engagement commitment will be recognized for its significant impact on the quality of life in the region."

Additionally, this plan includes Community Engagement Goal #6 to "build and be known for a community-engagement identity in partnership with a variety of organizations throughout the service area." Supporting this objective was the rationale that "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."

Tactics defined as part of the plan aligned the campus with the broader USF system goals and the goals of the Florida Board of Governors (BOG). Specifically, USFSM's impactful research, economic leadership, and community engagement—along with open communication and effective branding—support three core BOG goals: strengthening the quality and recognition of commitment to community and business engagement, increasing levels of community and business engagement, and increasing community and business workforce. Efforts supporting these broader goals were well underway throughout the timeframe of the strategic plan, including cultivation of strategic partnerships with government entities, services clubs, and community organizations detailed extensively throughout this application.

The decision to select 2019–2020 as the self-study year for this application was deliberate as it highlights community-engagement activities of the University prior to two major occurrences that had a significant impact on our work. One was COVID-19, which curtailed many community-engaged activities in March of 2020. The second was that it preceded consolidation of the independently accredited USFSM into One USF, effective July 2020, which incorporated USF Sarasota-Manatee, USF St. Petersburg, and USF Tampa into one University and removed USFSM's independent accreditation.

Prior to consolidation, work on the Carnegie Community Engagement Classification application had commenced but was suspended in 2020 because of the unknown outcomes of changes in staffing, organizational structure, and assessment among myriad other factors affected by consolidation. However, despite these two events, community-engaged learning, programming, activities, and other initiatives continued to thrive and expand, albeit with some modifications.

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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 “Brunch on the Bay” 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 area’s 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 event’s inception in 1994.

Chancellor Karen Holbrook, PhD, described the purpose of the event, stating “USF is a pillar of the Sarasota-Manatee community—providing 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.” 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 “The brunch showcases USFSM’s 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.”

Another reflection of how USFSM provides formal recognition of community engagement is the 9/11 remembrance ceremony held annually on campus to acknowledge the service of those in both civilian and municipal roles during the terrorist attacks of September 11, 2001. Veteran groups, students, staff, and faculty place 2,977 flags—one for each victim of the attacks—in the courtyard. Condolences are expressed for those who lost their lives as well as appreciation offered for those who helped to protect others in their roles, including firefighters, police, and EMTs. A speaker who was personally affected by the attacks is selected each year from the community. At the 2019 event, USFSM alumni Dan Hoffe addressed a group of about 300 people that included campus and community members as well as dignitaries. He described the chaotic and tragic events of the day, adding that he was speaking at the ceremony to “honor the victims and heroes of 9/11.” First graders from the Manatee Episcopal School sang a heartwarming medley of patriotic and military songs during the ceremony. The event was hosted by the USFSM Office of Veteran Success through the leadership of Carlos Moreira, Director of Campus Engagement for Veteran Success and Alumni Affairs.

3. Describe how community engagement is defined and planned for in the institutional strategic plan and provide quoted examples from the strategic plan that demonstrate a clear definition and specified steps for achieving deep and pervasive community engagement at your institution.

USFSM’s Strategic Plan of 2015–2020 integrated community engagement into the University’s mission statement and highlighted specific objectives. The mission statement (“The University of South Florida Sarasota-Manatee provides high quality bachelor’s and graduate-level education and scholarly activity in a personalized learning community that prepares successful leaders and responsible citizens.”) was supported by rationale as well as the vision statement previously shared: “As a valued member of the USF System, USFSM will

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be nationally recognized as a student-centered, research-focused, community-engaged University with significant economic and cultural impact to the region.” One of the seven specific goals of the strategic plan was for community engagement: “Build and be known for a community-engagement identity in partnership with a variety of organizations throughout the service area... 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.” 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 2019–2020 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 Services' 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, “USFSM interacts with the local community to connect students to opportunities” and make a value-added difference to employers and organizations. USFSM has the strategic benefit of being “small-but-mighty” that is consistently reflected not only in its go-to-market branding strategies, but in its many innovations and strategic initiatives with community partners. Because the campus is small, nimble, and visionary, it is able—through its creative leadership—to conceive, plan, execute, and deliver valuable programming that is beneficial to students and community stakeholders alike.

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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 2019–2020) 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 2019–2020, 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, “The Sarasota-Manatee campus of USF is a truly unique and special institution—one 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.”

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 2015–2020 Strategic Plan. “The strategic plan

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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 2019–2020 AY).

“Prominently, the mission and vision for the campus succinctly emphasize the importance of community engagement... 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.”

Former USF President Steve Currall, PhD, stated in an April 2020 Campus Board meeting that “engagement with the business community is one of the most important elements for the future development of the University.” 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 Holbrook’s 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 USFSM’s 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 2019–2020, 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-

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curricular CE activities continued unabated. In accordance with the goals of the 2015–2020 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 2019–2020 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

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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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responsible for business development, workforce, education, research, transportation, energy, community planning, housing, environmental protection, water, health services, and many other related areas.

Supporting these goals are several examples of ways that USF Procurement aligns its strategic initiatives around engaging small, women-owned, veteran-owned, and diverse-owned businesses through established procurement business processes:

1. As a part of the USFSM procurement process, all purchases over \$5,000 require a competitive quote from a Certified Business Entity (CBE), unless otherwise exempt.
2. All construction projects are required to report diverse spending decisions as a percent of the total budget.
3. All public solicitations (over \$75,000) are facilitated in partnership with USF's Office of Supplier Diversity. CBEs are invited to participate in these solicitation events, a member from OSD is typically part of the evaluation committee, and the campus has started the practice of issuing "Focused Procurement Opportunities" in which participants must be a CBE in order to respond to the event.

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.

n/a

c. Description of the campus's participation in a local Payment in Lieu of Taxes (PILOT) program.

n/a

5. Describe the ways that your campus provides unencumbered financial resources to local communities of color and/or other historically marginalized communities.

Through the receipt of federal, state, and private funding, USFSM collaborates with organizations to identify, research, and improve various outcomes within designated communities. Partnering organizations are funded through subawards that assist the University in carrying out elements of the effort proposed by the University to find and apply methodologies to move the community forward. The University's subawardees typically are in a position within a community providing them a level of credibility, expertise, or access that the University does not have or could not obtain (at least within a reasonable amount of time or that would be fiscally responsible), making them a viable partner and collaborator in the work. The funding allows the subawardee to take the extra work without burden and brings recognition from the University to the value brought in the collaborative effort.

Additionally, as previously indicated, Florida laws and policies restrict direct financial investment and redistribution of state funds. Augmenting the subawards described above, substantial in-kind support is provided in numerous ways that are reflected throughout the application documents.

Funds contributed by community partners and through fundraising initiatives as well as from private donors help to support many of the community organizations and activities featured throughout this application (UnidosNow, Safe Children Coalition, Gamma Xi Boulé, some of the Pre-K through Grade 12 programs in area schools, and Big Brothers and Big Sisters).

SECTION 7: Institutional (Campus-Wide) Tracking, Monitoring, and Assessment

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1. Describe the mechanisms for systematic assessment of community perceptions of the institution's 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 2019–2020), 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 2019–2020 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 “real-time” 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 today's employers and ensure that what is being taught is relevant. Input is gleaned informally in roundtables, open discussions, and panel meetings, supporting the University's 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 have deepened and strengthened. Programs are refined naturally and courses are constantly being reviewed based on feedback but without implementation of formal assessment measures.

Additionally, the campus board, which meets regularly with senior leadership and in quarterly meetings with the entire campus community to get reports and provide input/feedback, includes municipal/private/public sector leaders from both Sarasota and Manatee counties; members represent the interests of the constituents of the communities served by the institution.

2. Describe how the institution maintains systematic campus-wide tracking or documentation to

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record and/or track engagement with the community. Who is responsible for gathering data, how is the data managed, how often is it gathered, and how is the data used?

As noted earlier, the campus has not had a formalized, institution-wide, systematic data collection process in place to track and/or document CE activities; rather, these processes have been informal and documented at the individual and/or unit level. At the end of 2018, in preparation for consolidation and prior to this application's self-study AY of 2019–2020, multiple public hearings were held to discern the temperature of the community with respect to the University's overall plans. Members of the public testified about the importance of the USFSM campus maintaining its identity as well as the continuation of the numerous partnerships in place connecting the campus deeply within the community. Praised highly were the many organic community relationships in place, frequently operating without formalized agreements but delivering extensive value to faculty, students, staff, and community stakeholders.

Partnerships offering reciprocal working, learning, and teaching opportunities along with extensive feedback from community partners included but were not limited to: Education faculty/students' engagement in local public schools; Social Work faculty/students' work in local agencies; Criminology faculty/students' involvement with local criminal justice agencies and in the local jail; community members, local schools, agencies, and students served by the PAInT program; Hospitality and Tourism faculty/students' working "hands-on" at area restaurants and hotels; Business faculty/students' project-based learning in partnership with businesses throughout the community; and so forth. These types of community partner relationships are robust and ongoing, year after year, and sustained because of the mutual value delivered to all stakeholders.

In addition to partnership feedback along with informal and formalized feedback from partner/employer internships and job fairs, some data were maintained by the then-CE office, and Career Services maintained documentation of their activities as did the Office of Institutional Research (prior to consolidation). Annual reports provided at program, unit, department, and faculty levels every year captured relevant data, and student engagement was collected via the University's "BullSync" system; this subsequently transitioned into "BullsConnect," USF's student engagement platform. The University of South Florida Sarasota-Manatee was the 2019–2020 recipient of the CareerSource Suncoast's Award "Employer Partner of the Year," validating the community's perception of the value of the institution.

A consistent theme in feedback from community partners is the University's strength in organically meeting the needs of the community as a whole. Course design and online offerings have evolved to specifically fulfill the needs of the community and its employers (fully two-thirds of the courses offered at the University are online). Under the auspices of One USF and the newly appointed SVP of University-Community Partnerships, it is highly anticipated that more formalized and structured systems of capturing and coalescing data will be instituted. USFSM is eager to participate in this holistic approach while also recognizing its ability—as a small and nimble institution—to successfully attain and sustain deeply reciprocal and mutually beneficial community-engagement partnerships informally as well.

3. For your institution, what are the standards of high-quality community engagement that the campus aspires towards and how were those standards determined (who was involved, what was the process, and how are they implemented)?

Beginning with USFSM's 2015–2020 Strategic Plan, community engagement was a central focus designed to connect curricular and co-curricular learning, activities, and faculty/staff/students across the entire campus with the larger community. The strategic plan was developed through a collaborative effort of faculty, staff, students, administrators, discipline-based community stakeholders, and other community leaders. The intent was to

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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 courses—all 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 review committees. Work was evaluated in part on evidence of efficacy and success in meeting the needs of both partners.

Augmenting an emphasis on studies promoting community engagement and civic involvement were a number of initiatives in co-curricular areas as well. Examples of student involvement included the establishment of a campus food pantry, Mentor Day, Reverse Career Fair, Service Saturdays, and many other activities promoting student engagement with the community. As previously noted, as a small campus without a residential component, the majority of students live and work in the immediate surrounding counties. Therefore, the community IS their home and neighborhood.

One goal was to align the curriculum with regional workforce needs, and an important component of that effort was providing students with internship opportunities. In AY 2019–2020, there were 302 internship experiences tracked by the internship coordinator. These occurred across virtually all academic areas within each of the colleges and schools at USFSM. Eighty students participating in the internship program that year successfully completed an all-majors internship course (IDS 3947). Data collected by Career Services for the Career Readiness Badging Program indicated that students completing internships nearly doubled their chances of securing employment upon graduation and earned a higher starting wage than applicants without internship or field experience.

In AY 2019–2020, USFSM was awarded Education Partner of the Year at the State of Talent Conference hosted by CareerSource Suncoast for several academic and community-based programs designed to fulfill workforce needs. Programs continue to grow, evolve, and thrive as benefits to both community partners and students multiply, extending far beyond transactional to sustainable and transformational.

4. Describe any campus-wide assessments or self-study of community engagement (not including this application) that has taken place in the last five years and how it was used to advance the depth and pervasiveness of community engagement at your institution.

USFSM underwent a successful reaccreditation review by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in 2015–2016. Subsequently, the College of Business, the College of Education, and the School of Social Work were reaccredited through reviews by their respective national accrediting organizations, all of which required documentation of successful community partnerships. For the SACSCOC review, the institution's Quality Enhancement Plan (QEP) was "Critical Thinking," which laid the

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groundwork for subsequent expansion of the initiative into community-facing workshops and trainings.

For example, three “Incredi-Bull Critical Thinking” 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 “helping students excel in critical thinking, an area that is consistently identified by employers as one of the most desirable traits in employees” (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 2019–2020), 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 reviews and feedback to program faculty. These reports now go to the college deans and other administrative office heads for review before submission to the USF Office of Decision Support, which serves the same purpose as our previous Institutional Research Office. These efforts support a culture of continuous improvement, accomplished readily on a small campus that can quickly pivot to be responsive to changing needs of the institution and community partners. In addition, academic programs are required to be reviewed every seven years by the Florida Board of Governors, with relevance and connections to the community taken into consideration.

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An example of how these data were used is that in AY 2016–2017, 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 regularly—information 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 community’s 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 President’s 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 “transformational metropolitan university in full partnership with its communities,” 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 describe one key finding.

Within the English Department in the College of Liberal Arts and Social Sciences in AY 2019–2020, ENC 3310 Expository Writing was an upper-level Community Engagement and Diversity Pillar course. It was designed to develop and evaluate undergraduate students’ advanced application of principles and methods of community engagement and diversity through interdisciplinary examination of a topic to support interdisciplinary life-narrative research writing. This course was described as “the primary academic space in which students bolster their civic identity and learn to see the world through multiple world views.” Students incorporated the following practices throughout the work over the course of a semester:

- Explored issues of diversity (e.g., class, disability, gender, race, sexual orientation) as they relate to unique lives.
- Experienced interview-based life-narrative research both as the researcher and as the researched.
- Engaged deeply with the life experiences of a community member of their choosing (e.g., a community leader, a mentor, a family member, a friend).
- Empathized with someone whose history, perspectives, practices, and values may be different from their own.
- Enhanced their knowledge, skills, and habits of mind related to descriptive, interpretive, and/or explanatory nonfiction writing.
- Examined how narrative evidence may be strategically used to make compelling claims for particular audiences and purposes.

Learning outcomes for this course touched a number of core areas tied to community engagement:

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- Community Engagement: Students will demonstrate and integrate understanding of a societal issue as the result of engagement outside the classroom (literal or virtual).
- Diversity: Students will demonstrate and integrate an understanding of the complexity of elements important to various cultures, groups, beliefs, and/or practices.
- 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 individually:
 - choose a community member (e.g., a community leader, a mentor, a family member, a friend) to interview about their life experiences;
 - conduct three life-story interviews with that person, each lasting at least 45 minutes; and
 - organize and present their interview data in a written research report, in which they will also interpret their interviewee's life experiences, using two of the following diversity themes: class, disability, gender, race, and sexual orientation.

Along with six other generalized student learning outcomes, students conducted a life-narrative research project (elicited, documented, and interpreted life narratives of a community member in a minimum of three interview sessions) as well as wrote a variety of essays in which they described various life experiences related to some of the readings and reflected upon specific readings and how various cultural issues resonated with them; and wrote a formal research proposal for a self-directed undergraduate research project conducted in the community of their choosing (precursor to the life-narrative research project).

2. Describe how institutional, departmental, and/or programmatic learning outcomes for students who participate in for-credit courses that are community engaged are systematically assessed. Include the strategy and mechanisms for assessment in your description.

Each community-engaged course includes learning outcomes specifically linked to community-engagement objectives. Rubrics accompany all courses, whether taught online, on ground, or via a hybrid approach. Ultimately, it is the instructor or professor who conducts and manages the assessment process for every course. Depending upon the specific course, methods of assessment include such practices as delivery of a formalized presentation to a diverse audience; practice instruction of a program or class in a venue such as middle school classroom or local jail; presentation of a performance related to subject matter; formal paper or set of recommendations relevant to a topic; delivery of a PowerPoint presentation; etc. (It should be noted that for some programs and in some colleges, the formal assessment process was suspended for the AY 2019–2020 because of the pending consolidation.)

Accountability is linked to rubrics and project-specific grading provided by the classroom instructor or professor. Additionally, where final presentations or programs were presented off site to a community partner (i.e., public school program, corrections center program for incarcerated individuals, etc.), feedback from those partners was integral to the overall assessment process. With respect to assessment by our community partners of our work, an excellent example is one of the service-learning classes conducted in the county jail. Students developed and delivered professional presentations of their projects to the incarcerated men in the pod as well as to jail officials; all provided feedback. Furthermore, all education and social work students participated in field placements where they were evaluated by site supervisors within the community; their feedback was helpful to both students and faculty.

Students were also asked to provide their assessment of each course in Canvas. Qualitative and quantitative details across more than two dozen areas were collected and delivered to faculty at the end of each semester; these data, which included specific narrative, have consistently proven helpful to faculty in refining and

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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 Curriculum; this supported the collection of assessment data at the institutional level as new GenEd details were being reevaluated as a component of the consolidation process.

3. Provide examples of changes made to for-credit courses that are community engaged based on the results of institutional, departmental, and/or programmatic learning outcomes assessment.

Referencing the ENC 3310 Expository Writing Community Engagement and Diversity Pillar course described in questions 1 and 2, over the course of several semesters, details from systematic review of the life-narrative research projects helped to pinpoint a need for greater understanding by students of the concepts of at least two areas of diversity that needed to be further explored with their selected subjects. The rubric for the course was redesigned, patterned after both the American Association of Colleges and Universities (AAC&U) VALUE Rubric for Intercultural Knowledge and Competence and USFSM's own "Incredi-Bull Critical Thinking" rubric (this latter rubric was an outcome of work done by faculty and staff on the QEP Steering Committee for the SACSCOC reaffirmation in 2016).

Language was framed to better articulate the definition of diversity ("a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts") and community engagement (within the rubric, defined as "working to make a difference in ... our communities and developing ... knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in the community. In addition, [it] encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.").

In addition to the described revisions, the primary goal of the Core Curriculum Pillars Assessment was stated: "to evaluate whether or not students (1) have the tools to interact effectively and appropriately in a variety of cultural contexts and (2) value the role of community engagement in improving quality of life for individuals and communities." Outcomes were articulated across five key areas: knowledge, attitude, engagement, growth, and impact. Assessed were the following criteria: uses knowledge of own culture and multiple world views to evaluate social issues; develops an approach to multiculturalism; engages with local community; grows personally; and impacts local community—all on a proficiency scale of 1 (novice) to 4 (expert).

Additionally, new learning opportunities were created for students to enhance their exploration, interview, and interrogation techniques so as to glean more robust content from their subjects and not merely collect information at a very surface level. This, in turn, was supported through the introduction of more intensive interview training within the class and more instances of hands-on practice with peers before undertaking research and in-field interviews.

For the spring 2020 semester, the enhancements to the 3310 syllabi were implemented and course instruction changed; the end result was a significant improvement in the depth and breadth of the student life-narrative research projects and a greater achievement of the identified community-engagement learning outcomes overall.

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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.

USFSM's 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 2019–2020, USFSM implemented CampusLabs software supporting a co-curricular transcript ("BullSync"), 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 include: "Outstanding Emerging Leader" (leadership, integrity, and teamwork beyond the classroom), "Outstanding Student Leader" (highly active leadership involvement in service activities within USF and the surrounding community), and "Student Organization of the Year" (development of a sustainable organization with the greatest positive impact and contribution to students, the University, and the surrounding community).

"Alternate Spring Break" was begun in 2016, offering an intense immersion service experience for students to work hands-on with different organizations. Prior to consolidation/COVID-19, students worked with Border Servant Corps in Las Cruces, NM, for three consecutive years to support undocumented immigrants awaiting an opportunity to cross into the United States from Mexico. Each year, students and advisors identified a social justice issue to focus on and were challenged to think critically and understand the key takeaways of becoming "involved and engaged citizens" and that there is "no such thing as not my problem." Students kept a blog of their daily experiences and, following the trip, a Qualtrics survey was used to collect data from students about their immersion experiences and perceptions. This material was then used by students in developing a plan for continuing their community service. Despite spending six months in collaborative planning for the spring 2020 trip, COVID-19 precluded that experience from happening.

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

For many years, USFSM has been a major player in a multi-agency, strategic, community-supported partnership with both Sarasota and Manatee public school districts with the specific objective of improving grade-level reading by Grade 3 students. The measure provided below is the English Language Arts (ELA) assessment scores measuring improvements in grade-level reading by Grade 3 students and capturing the percentage of achievement level 3 or above between the years 2015 and 2022 (all years in which USFSM partnered with both school districts). This assessment represents a standard, consistent measure of outcome/impact related to a specific goal, although gains have been inconsistent with some incremental improvement in some study years and precipitous drops that are likely attributable to impacts from COVID-19 and at-home learning. Scores below

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reflect Grade 3 assessment:

Sarasota:

2015 – 68%

2016 – 68%

2017 – 71%

2018 – 68%

2019* – 70%

2021 – 66%

2022 – 63%

Manatee:

2015 – 46%

2016 – 47%

2017 – 50%

2018 – 49%

2019* – 51%

2021 – 49%

2022 – 46%

* Self-Study AY 2019–2020

Faculty, staff, and students from USFSM served as volunteers during the “Dive Into Reading” 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 faculty member and community partner. Reports are reviewed by a committee of peers in the department, the department chair, and dean and serve as the basis for performance evaluations and possible merit raises. Community-engagement activities and outcomes/impacts are also a part of faculty applications for tenure and promotion (T&P). Activities and reports are documented in a faculty data collection system (FAIR pre-consolidation; ARCHIVUM post-consolidation). Community engagement is evaluated based on the value of contributions/results of work with community partners that involves an application of the faculty member’s particular knowledge and skills. Following are two examples of how faculty not only add value to the community, but gain benefits for themselves as well.

USFSM Professor Kathy Black, PhD, brought her work in gerontology to the global stage during AY 2019–2020 by joining a World Health Organization (WHO) effort to promote healthy aging. She provided two days of training at WHO headquarters in Geneva, Switzerland, prior to the launch of a 12-week online “Healthy Aging Leaders Program” to promote age-friendly services in the communities of those in attendance. She was one of just six health experts in the world—and the only representative from the Northern Hemisphere—selected to tutor governmental leaders from about half a dozen countries. The goal of the course was to “help English-speaking countries understand principles and adopt policies that support healthy aging,” noted Dr. Black.

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Dr. Black's work expanded upon her initial interaction with the WHO in 2016, at which time she addressed WHO officials about the "Age-Friendly Community" designation she was instrumental in helping Sarasota earn in 2015, a highlight of her ongoing efforts to promote active, engaged, and healthy living for people across the lifespan. The visibility and global publicity she earned expanded opportunities for her to develop recognition and involvement on international, national, state, and local levels as a Subject Matter Expert. For example, in 2016 she was invited to join the Safe Mobility for Life Coalition at the Florida Department of Transportation, where she is still an active member. Additionally, the "Age-Friendly Community" designation for Sarasota helped Dr. Black obtain additional grant funding, and she has done extensive work with the AARP.

Jody McBrien, PhD, USFSM Professor in Education in AY 2019–2020 (now Interdisciplinary Social Sciences), Fulbright specialist, and member of the Florida Department of Child and Family Services Office of Refugee Resettlement and Lutheran Services of Florida, served as lead organizer of the 2020 "World Refugee Day." This event was held to honor refugees and provide public information about new refugees, asylum seekers, and immigrants in the area. Her work with refugees subsequently led to a Council on Foreign Relations fellowship award to work in Paris in AY 2021–22 with the International Labour Organization (OECD).

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

Although there has been no campus-wide, systematic mechanism for assessing community-engagement outcomes and impacts on the campus, there are numerous examples reflecting how USFSM is deeply engaged across the multiple communities it serves and how that engagement benefits the campus in return. From involvement in local not-for-profit agencies by students, faculty, and staff to students participating in job shadowing through local chambers of commerce, there are many opportunities that the campus has been quick to enact because of its small, nimble size, which builds stronger community relationships. Even without the specific resources of a much larger institution's center for community engagement, there is high visibility throughout the community of the work that happens within the institution and externally within various sectors of the surrounding counties to demonstrate keen community engagement. In return, the campus receives generous philanthropic and in-kind donations, community support for internships and other opportunities for students (including employment), collaborations on grants and other special projects, advocacy by community leaders for resources for the campus, and recognition as being a valuable, responsive, and highly integrated community partner.

Because of its reputation throughout the community, USFSM is frequently sought by community partners as a locale for hosting conferences and specialty events that serve multiple community members. For example, the Sarasota Winter Residency for the Perlman Music Program was held on campus during the winter of 2019–2020; young musicians from around the world visited the USFSM campus to practice and perform in concerts open to the public. Additionally, each spring, a 17-day music training program is held on campus that attracts more than 6,000 residents annually from Sarasota, Manatee, and the surrounding area to free and low-cost performances. Other examples highlighted elsewhere in the application include financial literacy programming, global political summits, and a climate conference, to name a few.

Fundraising activities are often held on campus and those community members attracted to attend recognize all the institution has to offer and thus gain a more favorable view of USFSM. These activities tend to lead to future partnerships—whether affluent community members choosing to make a large donation or organizations inviting faculty or staff into their programs or faculty inviting members of the community into their classrooms to speak and share stories of what is transpiring within the community. One highly visible outcome of the

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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.

Stories relaying the mutually beneficial relationships between the campus and the community, whether involving students, faculty, staff, and/or administrators, or highlighting the campus as a whole, appear frequently in local media and are featured in the University's communications, including presentations by campus members to groups such as local chambers of commerce and campus publications such as newsletters and Research Magazine, which are disseminated to donors, alumni, and other key stakeholders. In addition, program faculty and staff share information with their external partners informally as well as in program-specific advisory groups, community boards, and other activities and events where they interact. Internally, faculty and staff continually collaborate and share information in real-time to refine and adjust programs, courses, and projects. For example, representatives from the various work units on campus meet every other week to share information specifically related to their unit's community-engagement activities. Ongoing conversations lead to change, enhancements, and improvements to programming and successful partnership outcomes as well as to revision and even cancelation when an initiative doesn't produce anticipated results. Documentation of these revisions and changes appears in each unit's annual reports, which are reviewed at designated administrative levels up to the Regional Chancellor. A few examples of how USFSM uses data and program outcomes as well as shares information with internal and external partners include the following:

- Program-specific advisory groups provide an ongoing feedback loop to academic programs within all disciplines (USFSM schools and colleges), delivering recommendations for adjustments to the curriculum, with both parties demonstrating a high degree of responsiveness to the needs of the community. Although feedback is not formal or systematic, the involvement of the advisory groups is impactful and helps with keeping programs relevant.
- In response to COVID-19 in the spring of 2020, USFSM rapidly pivoted to meet the needs of students. Faculty and staff partnered to develop online instructional methods via Canvas to sustain course delivery and meet learning outcomes. Virtual internships were rapidly established throughout the business community that met the requirements of both students gaining hands-on experiential learning and employers gaining new talent. The local media seized the opportunity to capitalize on USFSM's quick actions, putting the story out to the business community and residents-at-large, spreading the message of how both students and the community were benefiting from proactive programming. An outcome of this new reality was the launch of "7 best habits of virtual workers" that benefited students and community partners.
- Reverse Career Day, recognized statewide and nationally, set the stage for nonprofit, private sector, and governmental/municipal agencies to come together on campus to afford students an opportunity to pursue a variety of career options. Community partners embraced the opportunity to tell their stories and students polished their presentation abilities in delivering their messages along with their resumes. Many students were offered internships or potential employment opportunities as a result, helping to fill workforce needs.

9. According to data from the National Survey of Student Engagement (NSSE), community engaged teaching and learning (service learning, community-based learning) is the only "high impact" practice

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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 2019–2020 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:

- Caucasian: 1,411 (63.7%) – MSA (77%)
- Hispanic: 400 (18.1%) – MSA (12.7%)
- African-American: 124 (5.6%) – MSA (6.2%)
- Asian: 80 (3.6%) – MSA (1.95%)
- Native American Indian: 5 (<.2%)
- 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 “everyone knew everyone” 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 2019–2020, LGBTQ+ staff/faculty served as advisors for an LGBTQ+ student organization – Standing

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Together and Naturally Diverse, or STAND; an African-American staff member headed the Multicultural Student Center). Depending upon the school or college within USFSM, there was generally diverse representation, including gender, race/ethnicity, and strong international representation among faculty in many programs. Again, students were able to connect with similar faculty if they so chose, but all faculty were happy to work with any students. Based upon research conducted as part of the self-study, there were no reports filed regarding problems, concerns, or student complaints about feeling they were inequitably treated based on gender, race/ethnicity, disability, gender identity, or any other category.

SECTION 9: Faculty and Staff

1. Describe professional development support for faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) and/or staff who seek to develop or deepen community engaged approaches and methods.

Funding is allocated within both faculty and staff budgets to support professional development; for the AY 2019–2020, \$75K was available. For the faculty expenditures, an advisory council of the USFSM Faculty Senate managed control of the professional development budget. There was not a delineation specific to community engagement for these training and professional development dollars nor was there a tracking mechanism in place to specifically reflect community-engaged development opportunities. Nonetheless, support for community-engaged activity was certainly permissible at the request of faculty or staff.

Forward-facing, in the AY 2022–2023, funds were set aside so that two members of the administrative staff (Academic Affairs and Student Success) could participate in the robust Assessment Institute conference held each October in Indianapolis. Both participants attended all available community engagement-focused presentations, supplementing with programs emphasizing high-impact practices wherever community-engagement sessions were not available. This proved extremely valuable in furthering development of knowledge and understanding about many aspects of deepening practices that advance community-engagement initiatives as well as the critical self-study work inherent in pursuing the Carnegie Community Engagement Classification application process.

Additionally, the Sarasota-Manatee branch campus has received a comprehensive proposal from Collaboratory for a multiyear software platform to facilitate the capture and tracking of community-engaged activities, courses, partnerships, etc., so we anticipate being able to track this information in the future.

2. In the context of your institution's community engagement support services and goals, describe at least two but not more than four examples from the following practices, as they specifically relate to community engagement:

- Professional development programs
- Facilitation of partnerships
- Remote/on-line community engagement
- Student teaching assistants
- Planning/design stipends
- Support for student transportation
- Eligibility for institutional awards
- Inclusion of community engagement in evaluation criteria
- Program grants

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- Participation on campus councils or committees related to community engagement
- Research, conference, or travel support
- Support for peer-reviewed publishing about community engagement
- Training to understand diversity, inclusion, and equity related to community engagement

a) Facilitation of partnerships

Almost from the point of a standalone USFSM campus being established in 2006, the University has capitalized on its relationships among many stakeholders in the community to facilitate partnerships across nearly every discipline and aspect of student life. Many examples are reflected throughout this application—from UnidosNow, Safe Children Coalition, and literacy programs to Gamma Xi Boulé student men’s organization, Embracing Our Differences, and EMERGE Sarasota.

Mutually beneficial relationships have developed with a number of partners for the College of Business, including such companies as PGT and Tervis, economic development corporations (Sarasota and Manatee), chambers of commerce (also Sarasota and Manatee), and municipalities/county governments. Students fulfill internship requirements and experience scenarios highly reflective of the work world they will ultimately enter. Workplaces benefit from the contribution of student ideas and energy.

These same principles are true for the College of Hospitality and Tourism Management, which incorporates extensive community-engagement opportunities within virtually all of the courses. A deep and collaborative partnership with McKibbon Hospitality has afforded students access to internships and employment with the hundreds of premier hotels and restaurants in the group. From area restaurants and breweries to hotels, resorts, and entertainment venues, students practice their craft spanning many aspects of the hospitality field.

All students within the College of Education acquire hands-on experience as future educators in the Pre-K to Grade 12 classrooms of Sarasota and Manatee county schools. Their talents are much appreciated by their partner schools as these are the future teachers who will be bringing their skills and best educational practices to the classroom. The University has an endowed scholarship fund from the McCracken family to provide full tuition scholarships for students who are residents of Manatee County, major in Education, and commit to teaching in the Manatee County School District.

Students in the Criminology and Communication Sciences & Speech Disorders programs participate in workplace experiences and required internships as well—from healthcare venues to a variety of agencies in the criminal justice system. In addition, just over 11% of USFSM students have a military background, and the Office of Veteran Success on campus provides numerous opportunities for students to network with future employers, including local businesses and nonprofit agencies. Security Management International (SMI), a local private organization, offers internship opportunities to students interested in various levels of security management, including specialized training with federal agencies in Washington, DC. SMI is one of the world’s top security firms and especially welcomes USFSM student-veterans to apply for these internships. The program has been very successful in connecting student-veterans to possible new career paths where they can apply what they’ve learned and experienced at USFSM and in the military to specific opportunities in the private or public sector (including national security). During the self-study AY of 2019–2020, an assistant professor of interdisciplinary social sciences and political science with military background began an initiative to help student-veterans integrate into their communities; civic engagement was emphasized as a way to help facilitate the reintegration process.

USFSM has an Institute for Public Policy and Leadership (IPPL) that supports non-partisan research, discussion, training, and education on public policy and administration as well as leadership and civic engagement in support of the needs of the citizens and governmental agencies of the region. IPPL has hosted many lecture series, policy

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forums, seminars, and workshops—both on the campus and within the Sarasota-Manatee communities—to stimulate meaningful, civil discussion and promote public discourse in our community. These include such topics as local political candidate forums, regional summits on school readiness, workforce policy issues, and international topics (including the US-China town hall series organized by the National Committee on US-China Relations). During AY 2019–2020, IPPL finalized an agreement between the University of South Florida School of Public Affairs and the John Scott Dailey Florida Institute of Government at USF to collaborate in providing joint programming, internships, academic courses, and professional development opportunities at the USF Sarasota-Manatee campus. The goal of this partnership was to create a community of students, scholars, and citizens prepared for civic engagement in the Sarasota-Manatee region. A component of this partnership included undergraduate public policy internship programs (Legislative Internship Program, Tallahassee Internship Program, USF in DC Program, and Washington Center Internship Program).

b) Eligibility for institutional awards

Through the USFSM Faculty Senate, which existed pre-consolidation, a comprehensive process for recognizing achievement in teaching, research, service, and community engagement was in place with prescriptive guidelines for nomination, qualification, and selection for each of the awards. As noted in Section 4, during AY 2019–2020, Dr. Donna Polelle, an instructor in the Communication Science and Speech Disorders program, was the 2019–2020 recipient of the annual USFSM Community Engagement award in recognition of her work in the community through the cofounding of a community center to support individuals and their families dealing with effects of aphasia.

The Community Engagement award recognizes meritorious service to a community or communities: local, regional, state, national, and/or international. This engagement can be as an individual faculty member engaged in service and/or research benefitting the community or it can be work that engages the faculty member's students working within the community or a combination of both. Nominations are solicited from all USFSM students through Student Government, all campus deans, and all USFSM faculty members and staff. Nominations occur in the spring each year and include the instructor's name, an overview of the nominee's relevant work, and an explanation of the reasons why the nominee deserves consideration for the award. Those selected receive a \$1,000 award along with a brick commemorating the award on the walkway outside of the USFSM campus building.

3. Describe any search/recruitment policies or practices designed specifically to encourage the hiring of faculty in any employment status and staff with expertise in and commitment to community engagement and cite at least one example:

Prior to consolidation and as reflected in Section 6, funding was provided in 2018 to hire 1–2 employees to support community engagement on the Sarasota-Manatee campus. These employees were specifically recruited and hired for their interest in and experience with community-engagement activities. However, by the time of the self-study (AY 2019–2020), there had been turnover and, coupled with the 2020 consolidation, the vision for a Community Engagement office on the Sarasota-Manatee campus was not fully realized.

With respect to faculty recruitment and hiring practices, because of the plethora of professional academic programs on the Sarasota-Manatee campus, faculty, including adjuncts, were sought with an interest in and a willingness to engage in the community. Many faculty were previously practitioners actively engaged in their occupational fields, and they brought that community-engagement expertise to the University. They tend to continue their connections to local organizations, which opens possibilities for collaboration in teaching, research, and service for faculty as well as internship experiences for students. Programs that employ adjunct

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instructors often intentionally seek those individuals who meet academic requirements along with having expertise in their designated field. For example, accounting adjuncts will come from local accounting firms, social work adjuncts will come from local non-profit service agencies, criminology adjuncts will be local judges or law enforcement officials, etc.

Further, the advising model at USFSM pre-consolidation was to combine academic and career advising; thus, advisers with extensive community connections were hired to assist students in tailoring their chosen academic programs to their career goals. For example, the former Vice President of the Chamber of Commerce in Manatee was hired particularly for his extensive community connections. In another instance, the principal of a healthcare business (retired) was hired as a business-career academic adviser. Across campus, candidate interviews for faculty and staff positions typically included one or more questions about the individual's previous community-engagement experiences.

4. Indicate the campus approach to faculty tenure and promotion: (Check all that apply)

My campus has a tenure and promotion structure defined at the department level.

My campus has a tenure and promotion structure defined at the school level.

My campus has a tenure and promotion structure defined at the institutional level.

5. Describe the policies for faculty promotion (and tenure at tenure-granting campuses) from any level of the institution (campus, college or school, department) that specifically reward faculty scholarly work that uses community engaged approaches and methods. If there are separate policies for tenured/tenure track, full time non-tenure track, part time, research, and/or clinical faculty, please describe those as well.

During AY 2019–2020, there were substantive guidelines for community engagement in teaching, research, and service for tenured and tenure track faculty at the University, college, school, and department levels, as reflected in the following language from “Guidelines and Procedures for Tenure and Promotion, University of South Florida Sarasota-Manatee”:

“c. 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 member's special professional expertise; the normal service activities associated with good citizenship are not usually evaluated as part of the tenure and promotion process. Because of the diverse missions of different units and variations in the extent and character of their interaction with external groups, general standards of public and professional service will vary across units. Evaluation of service will include an examination of the nature and degree of engagement within the University, professional field, or discipline and in the local, regional, national, and global communities.

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

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“Any of the three categories of faculty activity could entail community engagement, and any could in some way ‘address critical societal issues and contribute to the public good.’ Community engagement that is undertaken by faculty to ‘enhance curriculum, teaching, and learning and prepare educated, engaged citizens’ may be included and evaluated as part of teaching, and community engagement undertaken to ‘enrich scholarship, research, and creative activity’ may be included and evaluated as part of a research/creative/scholarly faculty assignment. Evaluations for service will be through a peer review process; and the dean, in consultation with the applicant’s unit chair or director, where applicable, will also conduct an appropriate and independent evaluative review.”

Community-engagement criteria for the College of Hospitality and Tourism Management included officer/board member of an education-related civic organization, volunteer service to civic organizations, and providing discipline-related training programs for non-University audiences, measured by demonstration of high levels of leadership with constituencies in the community (same as Department of Social Sciences).

In addition, in 2019–2020, USFSM had Instructor I, II, and III levels. There was a community-engagement requirement to advance from Instructor II to Instructor III. Promotion to Level III recognized not only continuing progress as an Instructor, but also leadership and contribution to teaching, scholarship, community engagement, and institutional success and acclaim.

6. Provide the text of the policy for faculty promotion, reappointment, bonuses and/or merit pay (and tenure at tenure-granting campuses) from any level of the institution that specifically reward faculty for the following. Specify if these policies are different for faculty of different employment statuses (adjunct, full-time contract, tenure track, tenured, etc.).

a. Community engaged teaching and learning (maximum word count 500):

For tenure and promotion, specific to community-engaged teaching and learning, the text of the policy for USFSM faculty states “Community engagement in teaching, research, service, or any combination as appropriate to the candidate’s discipline will be valued. Examples of community service through teaching include, but are not limited to, the following:

- Projects in which community issues are addressed by the class
- Presentations open to the community
- Service learning in which students volunteer for various community organizations.”

Practices related to tenure and promotion are governed by the United Faculty of Florida (UFF) Collective Bargaining Agreement. For the self-study AY 2019–2020, the UFF collective bargaining agreement in place at the time was for 2016–2019. Concerning tenure, the contract language in the UFF collective bargaining agreement is much the same as that for promotion—although criteria for tenure are spelled out in detail as follows:

1. Annual performance evaluations;
2. The needs of the department/unit, college/unit, and University
3. The contributions of the employee to the employee’s academic unit (program, department/unit, college/unit); and
4. The contributions the employee is expected to make to the institution.

With respect to promotion, the contract language primarily addresses meritorious performance and evaluations while detailing the procedures for seeking promotion, the criteria required, and the timeline and steps for a

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decision. Community engagement is not reflected in the UFF collective bargaining agreement.

In response to the query for sharing “text of the policy” specific to bonuses and/or merit pay for “community-engaged teaching and learning” as well as for the subsequent subqueries of bonuses and/or merit pay for “community-engaged research and creative activity” and “community engagement as a form of service,” 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 “provide 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.” 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 “excellence” 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, “It is noted that in some areas of scholarship, publications or other products may appear only after lengthy or extensive effort and may appear in a wider range of venues, both of which can be particularly true of community-engaged and/or interdisciplinary work at the local, national, and/or international levels. Community-engaged scholarship may be demonstrated by high-profile products such as reports or formal presentations to local, national, or international agencies, or by other products as designated by the unit as well as by peer review.”

Concerning bonuses and/or merit pay, please see response provided in (a) above for “community-engaged teaching and learning;” the response is identical here for “community-engaged research and creative activity” 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 “c. 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 member’s special professional expertise; the normal service activities associated with good citizenship are not usually evaluated as part of the tenure and promotion process. Because of the diverse missions of different units and variations in

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the extent and character of their interaction with external groups, general standards of public and professional service will vary across units. Evaluation of service will include an examination of the nature and degree of engagement within the University, professional field or discipline, and in the local, regional, national, and global communities.

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

“Any of the three categories of faculty activity could entail community engagement, and any could in some way address critical societal issues and contribute to the public good...”

Concerning bonuses and/or merit pay, please see response provided in (a) above for “community-engaged teaching and learning;” the response is identical here for “community engagement as a form of service” as to what the University can do (as per the UFF Collective Bargaining Agreement).

With respect to promotion to Assistant Professor or Associate Professor, one of the requirements is “promise of substantive contributions in the area of service and citizenship to the University, profession, and/or public.”

For promotion to Professor, one of the requirements is “A record of substantial contribution of service to the University and to the field, profession, or community as appropriate to the mission and goals of the department, the college, and/or the University. Expectations about the level of meaningful service contributions for candidates for Professor or University Librarian are significantly higher than those that apply to candidates for Associate Professor.”

7. Describe the pervasiveness of the policies outlined in question six. For example, do the policies appear in guidelines across the institution? In most department guidelines? In a few?

As the policies outlined in question six are institution-wide, all of the components addressing community engagement are considered in each area of practice, from teaching and learning to research, creative activity, and community engagement as a form of service. Colleges, schools, and departments may establish policies that are more specific/stringent, but they cannot establish policies with requirements less than those of the University. Of course, different programs and departments place more weight on some elements than do others, as determined by the faculty in those units based on their program’s goals and learning outcomes. For example, programs in the social sciences and hospitality may emphasize aspects of community engagement more so than perhaps a program in math, but all programs must take community engagement into account in tenure/promotion decisions.

8. Cite three examples of college/school and/or department-level policies, with text taken directly from policy documents, that specifically reward faculty for community engagement across teaching, research, creative activity, and service.

During AY 2019–2020, prior to consolidation, the following are examples of policies that were in place at USFSM:

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Within the College of Business, departmental language with respect to service read, “Public 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 different phases of a faculty member’s career and would typically be more common among senior faculty than junior faculty.” With respect to consulting, it is specifically noted that this generally is not considered a part of the citizenship dimension; however, it is stated that consulting could result “in other desired benefits which accrue directly to the college—such as through more effective teaching and more significant research output.”

The College of Liberal Arts and Social Sciences specifically stated the following examples of community engagement in its policy: “Service to the Local, State, Regional, National, and Global Community, Officer or Board Member of an education-related civic organization, Participant in educational community activities and programs, Volunteer service to civic organizations related to faculty member’s discipline or University’s mission, Liaison to Professional Development School; Community-oriented service credited to a faculty member’s work assignment should be related in some way to their academic expertise or to the University’s mission and commensurate with the percentage assigned to service activities.”

The College of Hospitality and Tourism Management included the following language in its policy: “Service to the Community, Region, and State, including Officer or Board Member of an education-related civic organization, Volunteer service to civic organizations, and Providing discipline-related training programs for various non-University audiences.” Additionally, the following criteria are spelled out with respect to community engagement: “Service contributions to the University, profession, and community are also necessary. Faculty demonstrates high levels of leadership with constituencies in the community. Narrative and documentation in the portfolio consistently demonstrate faculty contributes often to constituencies in the community.”

9. Describe any revisions to the promotion and tenure (at tenure granting institutions) guidelines to reward faculty for community engaged teaching and learning, research, creative activity, and service. Describe when the revisions occurred and the process resulting in the revisions. Describe the involvement of the president/chancellor, provost, deans, chairs, faculty leaders, chief diversity officer, community engagement center director, or other key leaders. 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.).

In 2015, our campus embarked on a new strategic planning process, led by the Regional Chancellor and a volunteer retired corporate executive from the Sarasota Community Foundation. The process was highly inclusive and collaborative, including senior leadership of the campus, deans of each of the colleges, department chairs, and faculty leaders as well as key community stakeholders, members of the faculty, staff, and, of course, students. This was a deeply interactive process extending over several months, culminating in the creation of the USFSM 2015–2020 Strategic Plan.

One of the goals emerging from the new strategic plan specifically addressed community engagement. This emphasis was subsequently incorporated in substantial revisions to the tenure and promotion guidelines to reflect community-engagement criteria across teaching and learning, research and creative activity, and community service. These new tenure and promotion guidelines were adopted for the entire USFSM campus in 2016.

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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)—all 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:

“Integral 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, ‘community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, [international,] global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.’ 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 ‘address critical societal issues and contribute to the public good.’ Community engagement that is undertaken by faculty to ‘enhance curriculum, teaching, and learning and prepare educated, engaged citizens’ may be included and evaluated as part of teaching, and community engagement undertaken to ‘enrich scholarship, research, and creative activity’ may be included and evaluated as part of a research/creative/scholarly faculty assignment.”

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 professional activity (conference presentation, publication, consulting, awards, etc.)- 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).

Toni Ripo, Career Services Coordinator, presented a “Start Smart” program developed by the AAUW about pay equity to a management class within the College of Business. Open to the public, the audience included 36 students and more than a dozen community members. The program was the result of a collaborative partnership among the USFSM student organization, Organization of Women Leaders, the Women’s Resource Center of Sarasota and Manatee counties, and the American Association of University Women.

Casey Welch, Assistant Vice President, External Affairs and Government Relations (as well as Director, Institute for Public Policy and Leadership [IPPL]), delivered programs through the IPPL via workshops and a summit held during the AY 2019–2020 and public policy workshops with Career Source Florida Workforce Board and Career Edge Regional Workforce Council as well as facilitated the Regional Workforce Solutions Summit. These forums

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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 2019–2020 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 2019–2020. 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 “Tervis” story (Section 3), a very popular program was launched in AY 2019–2020 for fifth graders in area elementary schools entitled “What Can I Be with a College Degree?” This program exposed students to higher education, planting a seed early in their academic careers. A similar program named “Raising Techie Girls” 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 “transparency, inclusion, and leadership while acting as a bridge between students and the greater community.” 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 2019–2020. Called “Chamber Shadow Day,” 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

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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 employers' 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 2019–2020, 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, “all it takes is one meaningful experience to change a person for life.”

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 Kabongo—spanning 11 weeks—about 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 2019–2020. Dr. Jody McBrien, School of Education, received a Fulbright Specialist Award. She visited Auckland, New Zealand, in August–September 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, 2021–2022).

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 (world's 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 2019–2020, 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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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 grant 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 Grosholz, Department of Social Sciences, conducted an in-depth evaluation of the paramedicine program. Many meetings were held with the steering committee and key stakeholders representing Manatee County government, clinics/hospitals, the Florida Department of Health, various local health agencies, the paramedicine program, and health educators. The objective of the evaluation was to assess program success and identify strengths as well as opportunities for enhancements.

Overall, the program was determined to have met its goals and to be a valuable asset to the county, providing much-needed, cost-effective, quality health care services to an underserved population. The program was deemed innovative and successful, becoming a model for other communities in the state. The county has continued funding the program, which has since expanded its scope.

13. Describe the ways in which the tenure and promotion process, and the staff reward process, accounts for the often-racialized nature of community engagement that disproportionately impacts faculty, staff, students and communities of color.

During the self-study AY of 2019-2020, there were no records of complaints or concerns filed, nor were there any lawsuits from faculty, staff, or students. There were no known issues of marginalization or discrimination on the small USFSM campus. In fact, records reflect advancement of faculty and staff that included people of color. Additionally, as a small campus, virtually all faculty and staff are asked to wear many hats and serve in multiple roles; intentional efforts are made to maintain equitable workloads and treat everyone fairly. We are aware, however, that we have an underrepresentation of Black/African-American and Hispanic faculty, and every effort is made during recruitment and hiring processes to ensure that we have as diverse a pool of candidates as possible.

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SECTION 10: Curricular Engagement

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

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 institution’s commitment to Leadership, Ethics, Diversity, and Community Engagement to already state-mandated essential areas so as to more cohesively link curriculum with the institution’s mission and vision emphasis on community engagement. These enhancements fell under the umbrella of “Pillars of Intellectual Engagement” for which students were required to complete a minimum number of community-engaged courses—offered across multiple disciplines—in 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 “Pillars of Intellectual Engagement” 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 “community” (local, regional, national, global) partner, a key component of the courses.

The Pillars of Intellectual Engagement: Community Engagement and Diversity was described as a “great defining feature” of the USFSM campus. Feedback from the Director of General Education and the Core Curriculum during the self-study AY 2019–2020 noted that “we heard many community partners speak to the skills that our students bring back into the local workforce when they leave us.” 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

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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

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7 In 2019–2020, 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 that are community-engaged are negligible (fewer than five overall). Also, because faculty teach across graduate and undergraduate levels, the numbers in the table above are a compilation of both graduate and undergraduate courses, faculty, and students.

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As part of our self-study work, identifying sources of data, capturing supporting details, and ensuring the accuracy and veracity of the information presented was a deeply collaborative and very time-intensive process spanning 11 months. As has been noted previously, the 2019–2020 academic year was selected for the self-study work done on the USFSM campus for two primary reasons—the exceptional narratives of community engagement throughout all academic disciplines as well as in virtually every co-curricular area of our campus were extremely robust immediately prior to the COVID-19 pandemic and University consolidation of 2020.

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USFSM, a small, independently accredited campus, had many positive stories to reflect the qualities of deeply pervasive and mutually beneficial community engagement throughout the self-study year. However, without a large, dedicated community-engagement office and without an integrated, campus-wide/institution-wide database, software, or platform methodically collecting the type of data required for the self-study, it was a tremendous manual challenge requiring many resources.

The self-study team assembled early in 2022 to develop the Carnegie Community Engagement Classification application worked diligently across multidisciplinary academic silos as well as with representatives of virtually all non-curricular areas supporting student success to glean the necessary details. Numerous separate sources of information and records were mined to categorize, count, and verify data. These included records captured in Oasis, Banner, Canvas, Access, and Excel as well as individual details provided by college deans and faculty from every department along with select staff representing different areas of academic affairs and student success. A number of interviews were conducted throughout the year as well.

As was clearly illuminated and immediately evident during the self-study process—with a footnote to prioritize a solution following the consolidation of USFSM with One USF—it would be critically important to identify and implement a single, integrated platform to collect, maintain, and coalesce data on our campus. Efforts are underway to support the collection of data that underlie the robust and pervasive nature of community engagement throughout what is now the Sarasota-Manatee branch campus of One USF.

4. Describe how community engaged courses are noted on student academic transcripts.

The Pillars of Intellectual Engagement: Community Engagement and Diversity courses, as further described in the response to question one in this section, are noted on student transcripts. However, during 2019–2020, a system was not in place to capture the additional community-engaged non-Pillars designated courses throughout the various departments and colleges on transcripts. It is anticipated that this will be addressed post-consolidation with a One USF software platform implemented across all three campuses.

Post-consolidation as One USF, when courses are now submitted for approval, they must be designated whether they are community-engaged or not—and, if so, an attribute is assigned in the course listing system.

With respect to co-curricular activities, USFSM implemented CampusLabs software supporting a co-curricular transcript (known as “BullSync”) beginning in AY 2019–2020. This co-curricular transcript enables the tracking of student involvement in co-curricular activities and out-of-classroom experiences. Data that can be captured in BullSync (now BullConnect) includes organizational involvement, positions held, events, and service hours with various organizations.

5. Describe how community engagement is integrated into traditional curricular structures by providing at least two but not more than four examples from the following categories (maximum word count 1000):

- Core Courses
- Capstone (Senior-level project)
- First-Year Sequence
- General Education
- In the Majors
- In the Minors
- Graduate courses
- Medical education/training/residencies

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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 “better prepared for careers in tourism and the hospitality industry.” For example, rotational assignments are offered as part of the “Teaching Hotel” 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 McKibbin Hospitality provides students with the opportunity to complete internship assignments at a wide range of elite hotels and restaurants in the McKibbin Group. John McKibbin funded the M3 Center for Hospitality Technology and Innovation at USF in 2013 with a transformational gift and subsequent endowment of the McKibbin 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).

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 amazing” and “Thank you for entrusting your students to us at the Administrative Office of the Courts. We find delight in working with them!”

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6. Describe how community engagement is integrated into the following academic activities offered for credit and/or required by a curricular program by providing one or two examples from the following categories:

- Student Research
- Student Leadership
- Internships, Co-ops, Career exploration
- Study Abroad/Study Away
- Alternative Break tied to a course
- Campus Scholarship Program

Study Abroad/Study Away ... Working under the direction of Dr. Edie Banner, College of Science and Mathematics, students partnered with the Organization for Tropical Studies (OTS): La Selva Research Station and Las Cruces Research Station and Wilson Botanical Gardens for field research in Costa Rica during the summer of 2019. The purpose was to provide students with an international experience at OTS field stations as well as an opportunity to explore a rainforest region; be directly exposed to concepts of biodiversity, ecology, and conservation; learn field research methods; and engage with and share ideas among an international community of professional researchers and students.

Students were immersed into one of the most biodiverse areas on the planet to experience and investigate firsthand the concepts they had been learning in the classroom. Through participation in the field research experience abroad, students gained an understanding of the processes involved in successful field research and demonstrated professionalism and ethics in scientific investigation. Their experience in-country connected their rainforest investigations to Costa Rican culture where students were able to recognize the importance of rainforest biodiversity and understand the role of conservation in its sustainability. As they engaged with the communities throughout the field research experience, they gained an awareness of the societal issues faced by the local and Indigenous communities that included land rights and intellectual property rights.

This experience contributed to OTS's mission of "driving scientific discovery, enriching human perception of nature, and enhancing worldwide policy actions in the tropics." Through field research, students can become inspired and informed citizens who will be tomorrow's decision makers. From this field research experience, students explored, collected data, and prepared research posters, which they presented at the USFSM Symposium of Research, Projects, and Innovation. Students learned about the culture and traditions of the people that live in Costa Rica and have become aware of their connections to the natural world.

Courses linked to the partnership included Selected Topics in Biology: Field Research Experience Abroad (BSC 4933) and Field Research Experience Abroad, Costa Rica (PCB 3346C)—both designated with attributes for Pillars of Intellectual Engagement: Diversity and Community Engagement.

Within the College of Hospitality and Tourism Management, the Summer Study Abroad program for 2019 featured a four-week trip, half in Volterra, Italy, and the other half in Lyon, France. Under the direction of Dr. Joe Askren (H&T) and Dr. Ken Caswell (Chemistry), 12 students participated in "The History and Culture of Food & Beverage." They studied at an advanced learning center in Volterra where curriculum was designed to help students understand and engage with regional ingredients and classic cooking techniques. Understanding basic food science topics was also a learning objective. The final two weeks were spent in the gastronomic capital of Lyon, France. Students studied at the famous Institute Paul Bocuse and received hands-on learning experiences—including sustainable farming and vintaculture—from professional chefs, sommeliers, cheese makers, and restaurateurs.

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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
- Community service projects - outside of the campus
- Community service projects - within the campus
- Alternative break - domestic
- Alternative break - international
- Student leadership
- Student internships/co-ops/career exploration
- Student research
- Work-study placements
- Opportunities to meet with employers who demonstrate Corporate Social Responsibility
- Living-learning communities/residence hall/floor
- Student teaching assistants (provided the TAs are not receiving credit)
- Campus Scholarship Program
- Athletics
- Greek Life

Social Innovation/Entrepreneurship: In 2019, USFSM organized a collaborative community outreach group, EMBRACE. Participants represented a wide range of interests, including members from USFSM, Booker High School's Gamma Xi Boulé student men's organization, Lutheran Services Florida, EMERGE Sarasota, ALSO Youth, and Embracing Our Differences, a Sarasota-based nonprofit that "uses the power of art and education to expand consciousness and open the heart to celebrate the diversity of the human family." The organization sponsors an annual, large-scale, juried art exhibition as well as a comprehensive series of educational initiatives, programs, and resources. The mission of the group was framed as "engaging more fully with the diverse community it serves and assisting more students of color in achieving their academic goals." The goal: "To develop recommendations on how the campus can strengthen ties with underrepresented communities in Sarasota and Manatee and increase enrollment of students from those communities." USFSM's DEI Officer, Corey Posey, chaired the committee. Two subgroups were organized—College and Career Readiness and Community Impact. Initial goals included establishing a long-term partnership with local communities to create a pipeline of underrepresented students to USFSM, having more diversity-focused discussions among students and faculty, holding more campus events to foster dialogue with local communities, developing a diversity-themed speaker series, conducting greater outreach and support of minoritized populations at local high schools through such initiatives as the Gamma Xi Boulé Journey to Success program, and forming a "Legacy Builder" scholarship to support minority students. While COVID-19 impacted spring activities, the foundation was set for productively moving forward with key initiatives post-COVID-19.

Community Service Projects - outside of campus: "Service Saturday(s)" / Cross College Alliance Day of Service : Students who participated in Service Saturday learned about a community need through hands-on service and group reflection. This program was offered monthly throughout AY 2019–2020 until March 2020 (COVID-19). Students volunteered at the organizations listed below, contributing their time and energy while learning about fundamental community needs and those agencies providing resources to which they could continue their connection beyond graduation. Additionally, these experiences provided students an opportunity to develop compassion, empathy, and communication skills. • All Faiths Food Bank • MLK Day of Service • Family Promise • Elmira's Wildlife Sanctuary • More Too Life • Cat Depot • Robert L. Taylor Community Complex • Safe Place 2B • Habitat for Humanity • Easterseals of Southwest Florida • Veterans Stand Down for Homeless Veterans • Sarasota County Parks, Recreation, and Natural Resources • Alfred R. Goldstein Library • Emerson Point

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Preserve Nature Center • Prospect Riding • The ALS Association Florida Chapter, Inc. • Education Foundation of Sarasota County, Hackathon • Lutheran Services Florida • Sarasota Pride Festival • Walk & Roll 4 CMT Following the pandemic, the Service Saturday program was replaced with the Cross College Alliance (CCA) Day of Service. By bringing together the efforts of five area colleges and universities, a broader experience for students and the community alike was made possible. Since 2020, the CCA Day of Service has been held once a year offering students a day of service and reflection. With accessibility in mind, service sites across Sarasota and Manatee counties are selected, with an option to volunteer virtually. Participating organizations include: • Goodwill Manatee • United Way Manatee • Orange Blossom Community Garden • Whitaker Bayou Kayak Clean Up • Children First • Sarasota Memorial Hospital • Smithsonian Archiving The CCA Day of Service also affords students opportunities to learn about volunteer experiences beyond the structured day of volunteerism—i.e., continue to volunteer with Food Bank—which could lead to networking, the potential for internships/coops, and even employment upon graduation. As with “Service Saturday,” the seed is also planted for perhaps a lifetime of civic engagement, giving back, and volunteering.

Community Service Projects - within the campus: Plans to establish a USFSM Food Pantry (“Support-a-Bull Food Pantry”) commenced in 2018 by the Food and Housing Insecurity Committee in conjunction with All Faiths Food Bank (MOU in place). Students were active members on the committee and heavily involved in planning, playing a strong leadership role in defining what was needed. Student membership included a homeless student, representative of the marginalized population being served by the Food Pantry. Development planning continued throughout 2019, with an approved budget of \$15,000 to retrofit health department-approved space on campus in compliance with food storage and refrigeration requirements. The initial opening was planned for fall 2019 and shifted to spring 2020 (March 30) as part of the campus Resource Fair to enable completion of all work. However, because of COVID-19, the program was subsequently altered from an in-person service to a system for online requests and scheduled pick-ups. Information about the Food Pantry program was incorporated in campus syllabi templates in the Health/Wellness section to ensure student awareness of this essential support, as surveys revealed more than 38% of students experienced food insecurity. The program provides supplemental food to students in need in a confidential manner, currently offering in-person accessibility to students or the ability to request groceries/personal-hygiene products online.

Student Leadership: In collaboration with Northwestern Mutual and coordinated by USFSM Career Services and Assistant Vice President of Innovation and Business Development Greg Smogard, PhD, a multipart leadership series was facilitated on campus for the third consecutive year during AY 2019–2020. Students were selected through a vetting process; those participating received completion certificates and \$250 each. Valuable training was presented by executives of the wealth management company to students and emphasized time management, goal setting, EQ, and leadership skills on and off the job. The program is popular and highly useful, not only for self-assessment purposes, but for planning future careers and possibly employment. In addition to the examples above, more than 30 student organizations met actively throughout AY 2019–2020. Many incorporated community outreach as a pivotal element and all had staff or faculty advisors collaborating with students. Each year, campus involvement and leadership awards are announced on the basis of student nominations; these include recognition of organization-sponsored events as well as the organizations themselves.

2. Describe any co-curricular engagement tracking system used by your institution that can provide a co-curricular transcript or record of community engagement.

A new product—BullSync, by Campus Labs—was initially tapped to expand tracking and reporting capabilities. While not a formalized program, co-curricular transcript capabilities would have been realized. However, timing during the self-study AY of 2019–2020 meant that a number of projects were halted with the pre-consolidation

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planning and eventual consolidation with One USF (July 2020). Therefore, this project was tabled despite the significant progress that had been made following the institution's investment in the resource. Currently, students are able to individually track their service hours through BullsConnect (powered by CampusGroups). An integrated, system-wide platform is anticipated in the post-consolidation era that will enable the desired tracking of co-curricular community engagement and other activities.

SECTION 12: Pathways for Student Development and Learning Through Community Engagement

1. Describe the curricular and co-curricular developmental pathways through which students can progress to increasingly complex forms of community engagement over time.

As freshmen, USFSM students gain exposure and access to community-engagement opportunities through interactions with their instructors in their first-year classes as well as with many student organizations. In the Education program, for example, students' first assignment is to observe what transpires in the classroom at a "Community Partnership School" that is in a long-term reciprocal relationship with USFSM through the School District of Manatee County. Throughout the self-study year (and ongoing), the elementary school partnered with USFSM to "meet the social, emotional, mental, physical, nutritional, and sometimes financial needs of students so that they could further excel academically in school. USFSM provided student interns who were enrolled in the USFSM Teacher Preparation Program in Elementary Education." Dr. Marie Byrd, in Education, collaborated with the School District and actively participated with the partnership school by attending evening events involving parents and families such as literacy night and Black History Month presentations. She represented USFSM, providing information about the academic programs, as well as met with the school leadership regarding collaboration focusing on teacher well-being.

Education students segued from classroom observation to job shadowing at the community school to interning and finally to creating and teaching a class as a capstone project their senior year. Each year provides students with opportunities for ever-increasing community engagement. Through these experiences, students engage with a diverse, underserved, and underperforming school community that has a minority student enrollment of 92% and where 81% of the students are economically disadvantaged. Efforts by USFSM to support the teachers and students aid the community school's goal of increasing student achievement across grades Pre-K through 5. Nearly 550 students in the community school program are impacted through this program.

Another example is a service-learning class in the Department of Social Sciences that provided students as early as their freshman year with instruction facilitated 50% of the time on site at the Salvation Army (Sarasota) and 50% of the time at the Sarasota County Correctional Facility. Students interacted continuously with staff and individuals receiving services in each facility. This experience frequently leads to internship opportunities in subsequent years, again with students increasing their level of community engagement while expanding their knowledge and "giving back." Not only do students frequently continue to volunteer after course completion, some are employed by the Correctional Facility following graduation.

All students are offered opportunities to participate in various career exploration activities with local employers, including job shadowing, mentoring, and visiting workplaces to learn about different occupations. Many times, these activities lead to further involvement with selected businesses and other organizations through volunteering, internships, and jobs during and after the students' time at USFSM.

During the October 2022 Assessment Institute, USFSM co-chairs for the Carnegie Community Engagement Classification application project attended a workshop that included a presentation on a comprehensive four-

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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 2019–2020. Reflecting on the last conference prior to COVID-19, he stated, “I 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.”

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 Donnelly, 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. “Rogan shared that even though his employees were working remotely, they were motivated to work hard and contribute to the company’s success,” Mr. Riley said. “The session was very interesting and informative to the students, who were able to ask questions directly of the CEO.”

The hour-long video chat was open to students across USF. “We offer multiple ways for employers to build recognition of their companies on campus and to interact directly with students,” Ms. Ripo said. “Through industry-specific sessions and professional development workshops, our students are better prepared to meet employer expectations, grow professionally, and make informed career decisions.”

Being a small campus enables greater visibility for students and the ability for them to step up into leadership roles. It is a straightforward process to join a club and begin a progression into leadership, which is encouraged. Student government and the campus activities board are two of the larger and more active organizations, offering numerous leadership opportunities for students. Students also play a key role on campus as Student Orientation Leaders and sit on many campus-wide committees. The student government president even sits on the Campus Advisory Board.

Other examples of student leadership opportunities are described in Section 11.

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3. Describe how your campus has designed new programs and initiatives, or re-designed existing ones, to both increase students' access to and participation in community engaged activities (particularly students who are not currently engaged) so that a relatively larger portion of students have the opportunity for developing the cultural competencies, asset-based approaches, and values of reciprocity for engaging with communities.

There are numerous opportunities for students to participate in organizations that interest them. During the self-study AY 2019–2020, there were more than 30 organizations on campus—all with staff or faculty advisors—on myriad topics ranging from AAUW Organization for Women Leaders, Black Student Union, and Criminology Club to Latin American Student Association, Multicultural Affairs Committee, and Pre-Dental Club—and numerous others. All organizations and clubs are open to all students and many include active engagement with community members, such as guest speakers and community participants at events. If a student is interested in establishing a new club or organization, they are able to start one without constraint and with the University's full support. Staff and faculty willingly step up to serve in an advisory capacity. Additionally, the Office of Student Success offers “concierge” level capability, helping to find sponsorship for a new organization start-up. This has led to the characterization of the small but tightly knit Sarasota-Manatee campus being considered a “boutique university.”

Because the campus is nonresidential, about 10% of the student body participated in organizations and activities (roughly 200 students out of >2,000 during 2019–2020). This also is reflective of the fact that approximately 75% of the student body represented older transfer students from community colleges and many of these students are working full time while completing their degrees. This will change in the years ahead with the previously described construction of the campus's first residential hall (ground broken in spring 2023, occupancy anticipated in fall 2024).

COVID-19 did have a significant impact in spring 2020 on suspension of face-to-face meetings and activities; however, a number of students continued their involvement through BullsConnect/BullSync, electronically joining and staying connected. One example of how the campus pivoted to meet student needs was the establishment of a virtual book club in the wake of the COVID-19 shutdown in spring 2020. The book club was initiated by the then-president of student government, a staff member in the Office of Student Engagement, and our campus librarian. An invitation to join was sent to the entire campus community, and faculty, staff, students, and even some administrators participated. Although participants move in and out of the club, it continues to meet and the originators recently received an award for outstanding scholarly contributions from the Florida Library Association.

SECTION 13: Community Engagement and other Institutional Initiatives

1. Indicate if community engagement is intentionally and explicitly aligned with or directly contributes to any of the following additional institutional priorities: (Check all that apply)

campus diversity, inclusion, and equity goals (for students and faculty)

efforts aimed at student retention and success

encouraging and measuring student voter registration and voting

development of skills and competencies to engage in dialogue about controversial social, political, or ethical issues across the curriculum and in co-curricular programming

social innovation or social entrepreneurship that reflects the principles and practices of community engagement

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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 weeks—all conducted for incarcerated men within Hardee Correctional Institution. The program is reflective of the USFSM commitment that “community-engaged learning occurs at the intersection of teaching and community engagement.” Criminology Professor Jessica Grosholz, PhD, stated that “the 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.”

Participants in the entrepreneurial course (incarcerated individuals are the “students” within Hardee Correctional Institution) consistently assessed the course as providing high value, noting feedback such as:

- “My thinking has changed from ‘not sure if I could be an entrepreneur’ to ‘I can be an entrepreneur’.”
- “The course has really given me the confidence and know-how of what to look for to be an entrepreneur.”
- “I’ve become more focused on owning my own business and being more aggressive in going after my dream.”
- “I am reminded of the possibilities for one who does not want to settle for minimum wage as an ex-felon.”
- “I am empowered with the knowledge and tools to embark on the next phase of my life once released from incarceration.”

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.

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Uniquely combining two institutional priorities—(a) campus diversity, inclusion, and equity goals (for students and faculty) and (h) outreach activities—is the Beeler Scholars’ 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 2019–2020 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 “teach 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,” 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).

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Grant funding in the amount of \$30K served as seed capital to establish this program and was provided through USFSM partnerships with Gulf Coast Community Foundation, Community Foundation of Sarasota County, and Carol Beeler (each contributing \$10,000). Kirsten Russell, VP of Community Impact with the Community Foundation of Sarasota County, noted, “the organization’s funding of IDEIL is consistent with its mission and values. Through philanthropy, the Beelers are ensuring that their commitment to young people continues to build careers and a more equitable community, now and in the future.” Dr. Davis-Cotton collaborated with educational specialists from school districts and program directors to develop the instructional program that was ultimately rolled out to Circus Arts Conservatory, Florida State Theatre, New College of Florida, Ringling College of Art and Design, State College of Florida, the Visible Men Academy charter school, Westcoast Black Theatre Troupe, and Booker Promise (a college-readiness program at Sarasota’s Booker High School).

Since the program’s inception in 2019, there has been great support and enthusiasm for the initiative’s overall reach. Enhancements to the initial precepts have included partnership with Write-A-Play Florida Studio Theatre (FST), Florida Alliance of Arts Educators (FAAE), Origami Air Art Studio, and CreatED by Crayola, resulting from community feedback and input. These incremental adjustments in the subsequent years have continued to improve the overall program and helped to assure its sustainability. We continue to implement arts-integrated pedagogy that: increases teaching and learning that support diverse populations; cultivates collaborative arts partners to develop arts-integrated instructional practices; and offers meaningful activities that promote collaboration, critical thinking, and knowledge retention with motivation to learn.

PAInT activities embrace programming that celebrates different cultures, folklore, and backgrounds on campus and in the broader community. After hosting the 2019–2020 events, we discovered that the community valued arts-integrated activities that placed an importance on diversity, equity, and inclusion. The first lesson learned was that everyone has a unique story and perspective. We heard stories from individuals across different backgrounds, and it was amazing to see how a bond was formed by a common thread of experiencing difference, together. The second lesson learned was that diversity and inclusion are essential for healthy and productive learning environments. We saw how PAInT programs were able to bring people together from different backgrounds. It was inspiring to see how teachers and students bonded together to create arts activities that elevated diverse experiences. The third lesson we learned was that our campus is central to modelling the way for creating inclusive approaches to teaching. We saw how PAInT activities created a safe and welcoming space for teachers and students in schools, and it made us realize the importance of arts-integrated diversity and inclusion programming offerings for our schools and community.

SECTION 14: Reflection and Additional Information

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

“Our connection with our community is a superpower.” (R. Law)

“USFSM is a jewel in the crown of One USF—and has been recognized that way throughout the community for nearly 20 years.” (J. Rose)

These are just two of the core tenets that resonated throughout the application writing and in the daily enactment of USFSM’s mission. These phrases and myriad variations in the language reflect themes that help to form the connective tissue among the values of USFSM, its faculty, students, and staff, and—importantly—the stakeholders and constituents they serve throughout our Sarasota and Manatee communities. In conducting a

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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 thinking, pivoting to remote engagement options, and strategic implementation to ensure the health and safety of all faculty, staff, students, and community members while fundamentally fulfilling our core purpose of delivering quality education.

Our campus addressed an additional and significant challenge brought about by the 2020 consolidation of our independently accredited campus with the Tampa-headquartered University of South Florida (One USF). For two years prior to the July 2020 consolidation date—which encompassed the self-study AY of 2019–2020—many of the very characteristics that defined our tight-knit and small-but-mighty institution evolved. Indeed, many of the structures formerly in place were dismantled and there remains to present day many implications for how our campus is assimilating with an R1 institution. As noted elsewhere, the recent appointment of Dr. Eric Eisenberg as SVP for University-Community Partnerships—and his focus on developing a cohesive, intentional strategy around the University’s community-engagement activities—has not yet unfolded but will have significant impacts on our campus going forward. We also anticipate new leadership direction from a recently inaugurated president and newly appointed provost.

Our very identity—so incredibly strong within our collaborative partnerships and communities—remains robust and clear to stakeholders. Telling those genuine stories against a backdrop of change has given our campus the opportunity to recap highlights, showcase numerous examples representing mutually beneficial and reciprocal partnerships, and celebrate the context and unique fiber of our vibrant campus community.

Throughout the information gathering, we were encouraged by the good works that were ingrained in our culture. It was a joy to discover so many pockets of ongoing and deep community-engagement collaboration. At the same time, we were able to think projectively—and to define aspirational goals for assessing, securing, and implementing a software platform with the capacity to coalesce input from a variety of sources to serve as a cohesive data repository. Contingent upon direction from Tampa, we are excited to anticipate how these data can better serve us in driving transformation of our community-engagement activities across all aspects of our campus and community.

2. During the process of completing the application, did your campus work with a consultant, attend a workshop/webinar, or utilize other resources? If yes, what resources were utilized? This is also an opportunity to provide feedback on those resources.

The Office of Academic Affairs and Student Success made the strategic move of hiring Jan Melnik, MA, a full-time Visiting Instructor of English at USFSM, into the post of Assistant Program Director in June 2022. Her full-time role was to serve as Co-Chair of the Carnegie Community Engagement Classification application project. Also in June 2022, Sandra Stone, PhD, was appointed Co-Chair of the Carnegie Community Engagement Classification application project (on a part-time basis). Dr. Stone was formerly Regional Chancellor at USFSM and was serving as the Assistant Dean of Graduate Studies, along with her role as a Professor in the Department of Criminology (her ongoing roles).

One or both Co-Chairs attended all Carnegie-sponsored webinars (multiple throughout summer, fall, winter, and spring of 2022–2023), monthly Collaboratory webinars, and ad hoc Carnegie or Collaboratory Q&A sessions. Both also attended the Assessment Institute Conference in Indianapolis in October of 2022, specifically

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selecting (at a minimum) all of the community-engaged programs and presentations in which to participate.

Beginning in June 2022 and throughout the self-study period, the Co-Chairs met three times a month with faculty members selected to serve on the Carnegie Project Workgroup, student success staff also selected to serve on the Carnegie Project Workgroup, and the entire group as a whole. This was augmented by a comprehensive, day-long retreat held on campus in December of 2022 to propel work on the overall project. The Co-Chairs collaborated with their peer-level colleagues at the St. Petersburg campus of USF as well as the Tampa campus of USF (the interim director of the Office of Community Engagement and Partnerships). In-depth meetings with more than 50 individuals representing a broad range of curricular and co-curricular interests augmented much of the work done in collecting data and capturing the many facets of community engagement and reciprocity that exist across the entire USFSM campus.

3. (Optional) Reflect on who was around the table, who was missing, representation of the community members, and how might these voices have improved this report.

Beginning in June 2022, a talented group of professionals representing all sectors of our USFSM campus were coalesced into one robust Carnegie Self-Study Workgroup. This team was appointed by the Regional Chancellor and Regional Vice Chancellor, Academic Affairs and Student Success/Vice Provost. The workgroup comprised the following members:

Sandra Stone, PhD – Carnegie Self-Study Co-Chair, Assistant Dean of Graduate Studies, and Professor, Department of Criminology

Jan Melnik, MA – Carnegie Self-Study Co-Chair, Assistant Program Director, and former USFSM Visiting Instructor of English

Kimberly Badanich, PhD – Professor of Instruction, Department of Psychology Kati Block, MS – Coordinator, Student Organizations & Leadership

Denise Davis-Cotton, PhD – Director of the Florida Center for PAInT

Mazi Ferguson, MBA – Interim Director, Office of Community Engagement & Partnerships (Tampa)

Darren Gambrell – Associate Director, Office of Diversity, Equity & Inclusion

Jessica Grosholz, PhD – Associate Professor, Department of Criminology

Patrick Moreo, EdD – Professor and former Dean of the College of Hospitality & Tourism Management (pre-consolidation)

Jay Riley – Director, Business Outreach & Engagement

Antonia Ripo, MA, SHRM-CP – Coordinator, Career Services and Adjunct Instructor, Leadership

Casey Welch – Assistant VP, External Affairs & Government Relations

SPECIAL NOTE: The Carnegie Community Engagement Classification application workgroup wishes to acknowledge the contributions of Dr. Patrick Moreo, a key member of the team, who passed away in March of 2023. His imprint on our USFSM campus was widely felt and he was an invaluable contributor to not only this application process, but to the pervasive and sustained community engagement activities through the College of Hospitality and Tourism Management and the University as a whole. He will be deeply missed by all.

As part of our reflection, committee members were asked for their individual takeaways from the application process. Their responses:

“As a member of the USF Sarasota-Manatee campus Carnegie Classification workgroup, I have realized that community engagement is not something that our campus does, but it is something that our campus is; it is a part of our history and will continue to be a part of our future.” (J. Grosholz)

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“I 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.” (D. Davis-Cotton)

“The pride in our campus and community is palpable.” (C. Welch)

“I have learned there are so many unique and local service opportunities that can be easily incorporated into our undergraduate curriculum by reaching out to make a mutually beneficial partnership with a local community member.” (K. Badanich)

“I learned that moving forward, it will be important that we work together as a campus, to share information, track our accomplishments and impact, and have clear direction as we work toward achieving/maintaining this classification.” (K. Block)

“While participating in the Carnegie application process, I was impressed with the collaboration of the USFSM campus and the community, especially given the campus size and resources. The process has provided the foundation to continuously enhance and refine our efforts.” (T. Ripo)

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

Section 10 Curricular Engagement, Question 5.

In the Majors: The Culinary Innovation Lab (CIL), a component of the College of Hospitality and Tourism Management program and located off-campus in a leased storefront space, was operated by faculty, staff, and students. The lab afforded 15–20 culinary students the opportunity each semester to augment their curricular learning with “hands-on” practice as they developed event concepts (each event was different), learned new cultures and cuisines, gained operations management experience (both back and front of the house), conducted event planning/coordination, trained staff, handled marketing and ticket sales, planned menus, purchased product, and assisted with meal preparation. They shared what they were learning about different cuisines and cultures with the community guests they served in dinner programs that consistently sold out. Events were held a number of times throughout the semester with anywhere from 10 to 80 attendees. In conjunction with CIL, Bulls Bistro was a weekly dining event with typically 30-40 members of the public attending.

In the Majors: Cumberland Advisors also participated in a collaboration with the College of Business and Bloomberg Marketing Concepts to transform a campus classroom into a Bloomberg Lab with 12 terminals. David Kotok, cofounder of Cumberland Advisors, provided funding for the lab through his organization, a clear measure of reciprocity between the University, its students, and his company. More than 150 students have conducted in-depth research in economics, finance, and markets and earned Bloomberg certification, resulting in reduced onboarding time for financial sector applicants following graduation from USFSM.

In the Majors: “HospitaBull” was another program sponsored by the College of Hospitality and Tourism Management as part of the restaurant management course. Months of planning by students, faculty, and hotel staff went into what would have been the 10th anniversary of HospitaBull at the Ritz-Carlton in Sarasota on March 24, 2020; the event was postponed immediately before the planned date because of COVID-19. The annual formal event for approximately 300 guests was fully organized, prepared, and served by about 25 students in the program. In the weeks leading up to the event, students worked side-by-side with staff and professional chefs at the Ritz-Carlton—treated as team members—and gained valuable hands-on learning that “connected traditional classroom theory with real-life food and beverage operations,” Dr. Joe Askren described.

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He added, “the partnership with the Ritz-Carlton is fantastic and certainly benefits both sides.” 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 “ten years of HospitalBull as a testament to our students and faculty, but more than anything else, to our loyal and growing supporters. This event ... 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.”

5. (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.

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 2019–2020 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 courses—sometimes across different colleges/departments—the 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.

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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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| | |
|----------------------------------|-----------------------------------|
| Community Partner Contact | Patrick Del Medico |
| Email | pdelmedico@shepherdins.com |

Partner #2

| | |
|----------------------------------|---|
| Community Partner Name | Biology and Mote Marine Laboratory & Aquarium |
| Community Partner Contact | • Andrea Tarnecki, PhD: atarnecki@auburn.edu • Kim Bassos-Hull |
| Email | kbhull@mote.org |

Partner #3

| | |
|----------------------------------|--|
| Community Partner Name | Criminology Program (Prisoner Reentry/Recidivism) & Entrepreneurship |
| Community Partner Contact | • FL Dept. of Corrections: Patrick Mahoney, Director, Office of Programs and Reentry • Sarasota County Jail: Lt. Arlene Tracy, arlene.tracy@sarasotasheriff.org • Sarasota Salvation Army: Lisi Brannen, lisi.brannen@uss.salvationarmy.org |
| Email | Patrick.Mahoney@fdc.myflorida.com |

Partner #4

| | |
|----------------------------------|---|
| Community Partner Name | Communication Science & Speech Disorders |
| Community Partner Contact | Donna Polelle, PhD, CCC-SLP |
| Email | aphasiacommunitycenter@gmail.com |

Partner #5

| | |
|----------------------------------|------------------------------------|
| Community Partner Name | Beer Partnership |
| Community Partner Contact | Vic Faulk at Calusa Brewery |
| Email | vic@calusabrewing.com |

Partner #6

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| | |
|----------------------------------|---|
| Community Partner Name | The Tortoise Team at USF Sarasota-Manatee Campus |
| Community Partner Contact | Madeline Tympanick, EDAP Internship Coordinator; Cross College Alliance: Environmental Discovery Awards Program (summer internships) |
| Email | mtympanick@ncf.edu |

Partner #7

| | |
|----------------------------------|---|
| Community Partner Name | Medicines of the Rainforest, Easterseals of Southwest Florida, Academy Gardens |
| Community Partner Contact | Tom DeLarge, Director of Veteran Services, Easterseals of Southwest Florida |
| Email | tdelarge@easterseals-swfl.org |

Partner #8

| | |
|----------------------------------|--|
| Community Partner Name | Field Research Experience Abroad, Costa Rica, Organization for Tropical Studies (OTS): La Selva Research Station & Las Cruces Research Station & Wilson Botanical Gardens |
| Community Partner Contact | Rodolfo Quiros |
| Email | rodolfo.quirox@tropicalstudies.org |

Partner #9

| | |
|----------------------------------|---|
| Community Partner Name | YMCA/Safe Children Coalition "Achievers Program" |
| Community Partner Contact | Jone Williams, Director |
| Email | jwilliams@sccfl.org |

Partner #10

| | |
|----------------------------------|-------------------------------|
| Community Partner Name | Gamma Xi Boulé |
| Community Partner Contact | Carl Battle, President |
| Email | carlbattle@aol.com |

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Partner #11

| | |
|----------------------------------|----------------------------------|
| Community Partner Name | UnidosNow |
| Community Partner Contact | Cintia Elenstar, Director |
| Email | cintia@unidosnow.org |

Partner #12

| | |
|----------------------------------|--|
| Community Partner Name | Manatee Arts Education Council |
| Community Partner Contact | Mary Glass, President, Manatee Education Foundation |
| Email | Mary.glass@manateeschools.net |

Partner #13

| | |
|----------------------------------|--|
| Community Partner Name | Circus Arts Conservatory |
| Community Partner Contact | Jennifer Mitchell, Executive Vice President / COO |
| Email | jmittchell@circusarts.org |

Partner #14

| | |
|----------------------------------|---|
| Community Partner Name | University of South Florida Sarasota-Manatee Reverse Career Fair |
| Community Partner Contact | Deanna Marcoaldi, Talent Acquisition Manager, Enterprise |
| Email | Deanna.marcoaldi@ehi.com |

Partner #15

| | |
|----------------------------------|-----------------------------|
| Community Partner Name | Tervis |
| Community Partner Contact | Rogan Donnelly, CEO |
| Email | rdonnelly@tervis.com |