

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Application Deadline

April 15th, 11:59pm EST

Data Provided

When reporting academic year data, campuses should use data from academic year 2017-2018. For example, the number of community based courses per year should correlate with 2017-2018 data.

When reporting institutional data, be sure to identify the semester and year within which the data was collected. That data should not be older than 2017-2018. For example, if your institution participated in the NASCE, NSSE, or other assessment tools in the fall of 2018-2019, you may use that data in your reporting.

Wherever requested, please provide links to relevant campus web resources in addition to evidence provided in the application. Reviewers may want to examine websites to provide additional clarification of the responses in the application. Reviewers may also ask for a telephone conversation to clarify evidence provided.

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.

Applicant's Contact Information

Please provide the contact information of the individual submitting this application

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(for Carnegie foundation use only)

Title

Director, Center for Civic Engagement, Dr. Judithanne Scourfield McLauchlan

Institution

University of South Florida St. Petersburg

Mailing Address 1

College of Arts and Sciences, DAV 216

Mailing Address 2

140 7th Avenue South

City

St. Petersburg

State

FL

Zip Code

33701

Phone Number (e.g., 1-123-345-5678)

1-727-873-4387

Full Name of Institution's President/Chancellor

Martin Tadlock

President/Chancellor's Mailing Address

University of South Florida St. Petersburg, BAY 214 St Petersburg, FL 33701

President/Chancellor's Email Address

mtadlock@mail.usf.edu

Campus and Community Context

A. Campus:

Provide a description of your campus that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and mission of the campus. You may want to include descriptors of special type (community college, land grant, medical college, faith-based, etc.), size (undergraduate and graduate FTE), location, unique history and founding, demographics of student population served, and other features that distinguish the institution. You

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may want to consult your campus's IPEDS data (<https://nces.ed.gov/ipeds/Home/FindYourCollege>) and Carnegie Basic Classification data (<http://carnegieclassifications.iu.edu/lookup/lookup.php>).

USF St. Petersburg (USFSP) has all the advantages of a large public university while maintaining the ability to offer small class sizes in a close-knit learning environment. We are Pinellas County's only public research university, and we benefit from being a valued member of the USF System. Located on the waterfront in the heart of a bustling downtown, the campus setting offers ample opportunity for innovation and collaboration with businesses and cultural institutions, providing students the ability to explore their passions, be creative, and get hands-on experience outside the classroom. USFSP serves the common good, with faculty and students working together and with local partners to solve complex problems and benefit community members.

USFSP was founded in 1965 as Florida's first regional higher education institution on the former site of the WWII era U.S. Maritime Service Training Station. Designated a branch campus in 1969, the university began offering graduate courses in the 1970s, and in 2002 the Florida Legislature passed a law moving USFSP towards separate accreditation (granted by SACS in 2006). Currently comprised of 30 buildings on 63 acres, campus growth was accelerated with the opening of Residence Hall One in 2006 with a second residence hall opening in 2012 and groundbreaking for a third to be held on April 25, 2019. Upon completion, USFSP will have over 900 beds available for on-campus housing.

As of 2018-19, USFSP has 2,778 full-time undergraduate students and a total undergraduate population of 4,102. Adding in 529 total graduate students (115 full-time) and 181 non-degree seeking students brings the total student population to 4,812.

Fall 2018 FTIC Profile (369 students):

Average H.S. GPA 3.86

Average SAT 1208

Florida residents: 91.1%

In addition, 545 students transferred into USFSP for 2018-19 with 72.3% coming from the Florida College System. The total number of international students is 36.

Student Diversity profile:

63.9% White

17.6% Hispanic

7.5% African American

3.9% Two or More Races

3.7% Asian

3.0% Race-Not Reported

All other fields below 1%

Known for its emphasis on applied research, experiential learning, and environmental sustainability, the university is now in the process of transitioning to a preeminent, research-intensive institution. Maintaining and supporting the distinctive identity and community focus of USFSP has been a priority as the Florida Legislature began in October 2017 a process to rejoin the USF system under one, consolidated accreditation. Since becoming law, a comprehensive consolidation planning process has been undertaken with a plan submitted by the USF Board of Trustees to the Florida Board of Governors for approval in March 2019. Separate accreditation is to be phased out by June 30, 2020. Consolidation has brought challenges but has also opened up pathways to additional resources that will assist in continuing to prepare current and future scholars to lead lives of impact.

(<https://www.usf.edu/ods/documents/system-facts/usf-system-facts-2018-19.pdf>)

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<https://www.usf.edu/system/board-of-trustees/system-consolidation/>

B. Community:

Provide a description of 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 fits the culture and history of the partnership community(ies). You may want to include descriptors of special type (rural, urban, conservative, liberal, etc.), size (population), economic health, unique history, demographics of community population served/employed, and other features that distinguish the institution and community(ies). For local communities, you may want to consult your census data.

The city of St. Petersburg is home to more than 250,000 residents, making it the fifth largest city in the state of Florida. Founded in 1903, it is known for its thriving downtown, waterfront location and a focus on arts and culture.

Once known primarily as a retirement community, St. Petersburg has undergone a remarkable transformation over the past 15 years. The city's revitalized waterfront location includes seven miles of parks and a walkable downtown with easy access to entertainment, recreation and dining, making it a regional draw for students and young professionals alike. St. Petersburg hosts more than 900 events each year, attracting 10 million people for yacht races, a Grand Prix race, triathlons, festivals, cultural exhibits, concerts and more.

The city is home to the largest concentration of marine science research organizations in the Southeast and Florida's largest financial services cluster. St. Petersburg also anchors the Florida High Tech Corridor, which is one of the top six high-tech employment centers in the nation and hosts more than half of Florida's high tech firms.

St. Petersburg has a regional workforce of more than 1.4 million. The city boasts a highly skilled talent base ranging from entry level to the highly technically skilled. The average wage for Pinellas County is \$44,758.

While USF St. Petersburg serves as the city's academic hub, it is also home to several other centers of higher education. These include St. Petersburg College, Eckerd College, Stetson Law College, Job Corps and Pinellas Technical College. Altogether, these institutes of higher education draw more than 110,000 students annual to embrace all the city of St. Petersburg has to offer during their pre-, present and post-educational lives.

Foundational Indicators

Complete all questions in this section.

A. President/Chancellor's Leadership Statement

A.1 Provide a letter from the President/Chancellor or Provost (Vice President for Academic Affairs) that:

- Indicates their perception of where community engagement fits into their leadership of the institution,
- Describes community engagement's relationship to the institution's core identity, strategic direction, and practices, and

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- Discusses how engagement is institutionalized for sustainability in the institution.

Please EITHER copy and paste the text of the letter in the following textbox OR upload a PDF copy of the letter below:

--empty--

A.1.1 Upload the letter from the President/Chancellor or Provost (Vice President for Academic Affairs)

[Tadlock Chancellor Letter Carnegie Community Engagement.pdf](#)

A.2 In addition to the letter, provide evidence of recent statements of affirmation of community engagement. In the grid below, provide excerpts from the relevant documents and a web link to the full document if it exists.

A.2.1

Annual addresses/speeches:

February 2019--Bay-to-Bay Learning Symposium Welcome excerpts (Regional Chancellor Martin Tadlock):

"We are a steward of place, an economic driver, a partner for innovation, and a developer of talent. As "stewards of place" we are not islands of privilege in communities of despair. Our K-12 schools, our social services, and our least fortunate community members all need our support."

"Our most important economic task is to make our curriculum relevant and useful for students who came to college to get a good job and to develop their talents."

"We help students learn to sift thru the mountains of information encountered daily, as well as the arguments of both public officials and private citizens alike, so that we can make informed judgments about political issues, using facts and logic, not distortions and lies. And we partner with others to engage in confronting the most critical and challenging issues of our times."

"And finally, woven throughout all of the above is what I consider to be our most important role as a public university. That is the role of living the principles that undergird a democracy: respect for our difference, a commitment to civil dialogue and deliberation, and engagement in the political life of our country as informed and educated citizens. Our campuses play a crucial role as the preservers and defenders of democracy. As John Dewey observed long ago, 'Democracy has to be born anew in every generation, and education is its midwife.'"

July 2018--Civic Fellows Program kickoff excerpts (Dr. Tadlock):

"As a public university, we are committed to citizen scholarship, a focus on community engagement and community partnerships, and to research and service dedicated to the needs of citizens in St. Petersburg, Pinellas County and the Tampa Bay region. Collaboration, volunteerism, internships, service learning. That is the core of Who We Are as an institution of higher learning."

"We prepare students to become thoughtful, engaged citizens in their community and we develop the next generation of leaders for the public and private sectors."

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“Through this program, students will be able to engage in healthy debates on policy and improve civil discourse. And they will grow into the culture of civic responsibility that we so deeply care about at USF St. Petersburg.”

November 2018--Civic Fellows address excerpts (Dr. Tadlock):

“A core pillar of USFSP is inclusive community. We work to create citizen scholars who go back into their community and contribute in a variety of ways.”

“Another strength or value of the university or a pillar here is related to hands-on learning. Last year over 300 seniors participated in internship opportunities that are provided near the campus. Over 200 students traveled abroad and hundreds of students were doing fieldwork that connected directly to their classroom experience. We don't believe in simply sitting and listening and taking notes. We want you to get involved as a student and in the community, we want you to get out of the classroom and apply those things you're learning and talking about inside that classroom.

A.2.1.1 Web Link (if available)

Civic Fellows Program kickoff streaming of opening remarks. Dr. Tadlock begins at 6:50 mark.
<https://www.facebook.com/gousfsp/videos/10156575635264553/>

A.2.2

Published editorials:

N/A

A.2.2.1 Web Link (if available)

N/A

A.2.3

Campus publications:

February 2019--Article on St. Petersburg Conference on World Affairs

Dr. Tadlock: “Our institution fosters an inclusive community by encouraging dialogue about global issues and by connecting our students to the world. That is why organizing and hosting this conference for our city every year remains a high priority for USF St. Petersburg.”

Dr. Smith, conference co-founder and director of USFSP's Honors Program: “We hope our panels and other events will serve as beacons of insight and analysis for students and campus visitors alike.”

January 2019--Article on Morning Speaker Series

Dr. Sundaram, Dean (Kate Tiedemann College of Business): “We wanted to collaborate with the Downtown Partnership to bring speakers that help the community re-imagine what the future of St. Petersburg and its economy can be.”

July 2018--Article on Civics Fellows Program

Dr. Scourfield McLauchlan, program coordinator and USFSP professor: “Bolstering this generation's civic literacy, particularly concerning local and state government, is vital to maintaining and strengthening the foundation of our democracy. This opportunity to explore ideas and engage in healthy debate will provide these students with critical skills in

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their development as our future voters and policymakers.”

December 2017--Article on Bull Bucks Food Drive

A USFSP student-led initiative to donate unused meal plan dollars to buy food for those in need this holiday season had raised more than \$29,000.

David Thompson, USFSP Student Government President: “Engaging in activities like this requires an all hands on deck type of commitment. I continue to be amazed by the hard work, charitable nature, and dedication of our students.”

John Biesinger, CASA (Community Action Stops Abuse) manager for major gifts: “This is the single largest food donation CASA has ever received in its entire 40 Year history. The generosity of the USFSP student body is simply incredible.”

Fall 2017 article on creation of OPEN

Sophia Wisniewska, former USFSP Regional Chancellor: “We’re delighted to play an integral role in bringing new opportunities for creative thinking and collaboration to our community.” (pg.27)

Spring 2017 article on new Kate Tiedemann College of Business building

Dr. Wisniewska: “This will improve how students learn, how faculty teach and how the community engages with us.”

Dr. Sundaram: “We’re in a region where we have Raymond James, Franklin Templeton and other large financial services firms, so we want to make sure we have a strong finance program that will help us build the talent that will serve the community. The idea is to train our students and serve the talent needs of the community.”

From 2018 USFSP Year in Review:

Dr. Tadlock “Amidst all the activity, there are certain things that remain unchanged. Our commitment to student success. Our beautiful waterfront location. Our dedication to advancing and applying knowledge that makes a difference in the lives of others. All of these factors contribute to our unique campus identity.

<https://www.usfsp.edu/home/2019/02/06/st-petersburg-conference-on-world-affairs-to-bring-analysis-and-understanding-to-a-changing-global-landscape/>

<https://www.usfsp.edu/home/2019/01/25/speaker-series-focuses-on-local-opportunities-and-possibilities-during-disruptive-age-of-new-technology/>

<http://www.usfsp.edu/home/2018/07/12/representatives-of-florida-legislature-to-announce-new-partnership-between-usf-st-petersburg-and-the-ymca-to-improve-civics-literacy-in-florida/>

<http://www.usfsp.edu/home/2017/12/13/bull-bucks-food-drive-raises-nearly-30000/>

(OPEN) https://issuu.com/usfucm/docs/web-ucm17018_fall_2017_magazine

(KTCOB Building) <https://issuu.com/usfucm/docs/usf-mag-spring-17-web>

A.2.3.1 Web Link (if available)

<https://www.usfsp.edu/home/2019/02/06/st-petersburg-conference-on-world-affairs-to-bring-analysis-and-understanding-to-a-changing-global-landscape/> <https://www.usfsp.edu/home/2019/01/25/speaker-series-focuses-on-local-opportunities-and-possibilities-duri>

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A.2.4

Other:

Shared USF language on Presidential transition and consolidation:

University of South Florida System President Judy Genshaft announced on September 10, 2018 her decision to step down from her position, effective July 1, 2019. It is important to understand that although Dr. Genshaft is stepping down, the commitment to community engagement remains strong. This commitment was evidenced in the search description for the next President of the University of South Florida System and in the candidate chosen to serve as our next president, Dr. Steve Currall.

Search Description

"They must also show a commitment to foster the growing national reputation of the University of South Florida, which consists of campuses in multiple locations in Tampa, St. Petersburg, and Sarasota-Manatee with synergy in all aspects of its education, research and service mission in a changing global economy and higher education environment... is committed to fostering an exceptional, well-balanced and varied student experience, i.e., undergraduate, graduate, and international; in academics; in research; in co-curricular opportunities; in diverse social, multicultural and service experiences; and in residential and work activities... Exercises the highest integrity at all times and demonstrates a commitment to the diverse needs of the university community... A proven strong commitment to inclusion, diversity and equity... Understands the complexity and interrelationships of university health science centers, affiliated teaching hospitals and practice groups, and the communities they serve, and has the vision to foster success in the academic health endeavor in a changing health care environment... Reflects visionary and transformative thinking and global perspectives about higher education and its role in society; thinks creatively about how to foster access, affordability, and excellence in education, including (a) leveraging innovative modalities, techniques and research to promote effective learning and student engagement, and (b) preparing students for success in all aspects of life and to make meaningful contributions to society... Has the vision and the commitment to include the university community in shaping the university's future."

Consolidation:

On March 11, 2018, Governor Scott signed legislation requiring the USF System to consolidate under a single accreditation. On March 5, 2019, the Board of Trustees for USF adopted an implementation plan that will allow USF to operate under a single institutional accreditation from the SACSCOC on July 1, 2020. Community engagement on each campus will be aligned, preserved, and expanded based on the context of the community but will be a coordinated effort. One of the key principles of consolidation is the equitable distribution of services to students for all campuses.

Below are the principles designed to guide decision-making throughout the consolidation process and beyond:

- Strengthen USF's stature as a Preeminent Research University with national and global prominence;
- Embrace a model of "One University Geographically Distributed" while preserving campus identity;
- Commit to "Students First," through expanding access and raising educational attainment while continuing USF's national best practice of student success and diversity;
- Establish a leadership structure that aligns accountability with authority and values shared governance; and
- Enhance regional economic development.

https://issuu.com/usfucm2017/docs/3-final-digital-president_brochure_/46?ff

<https://www.usf.edu/system/documents/board/presidential-search-committee/qualifications.pdf>

<https://www.usf.edu/system/board-of-trustees/system-consolidation>

A.2.4.1 Web Link (if available)

https://www.usf.edu/system/documents/system-consolidation/ctf_guiding_principles.pdf

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B. Institutional Identity and Culture:

B.1.1 Does the campus have an institution-wide definition of community engagement (or of other related terminology, e.g., civic engagement, public engagement, public service, etc.)?

Yes

B.1.1.1 Please identify the document or website where the institution-wide definition of community engagement appears and provide the definition:

Citizen Scholar Program language is found on the Center for Civic Engagement (CCE) website, which is responsible for coding Citizen Scholar courses in OASIS (Online Access Student Information System) as well as surveying students enrolled in Citizen Scholar courses.

The mission of the CCE is to make USF St. Petersburg distinctive in its commitment to civic and community engagement through the development of the Citizen Scholar program. The objective of the citizen scholar model is to combine academic instruction with implementation of concepts learned in the classroom into the local community. The local community is broadly defined to include business, educational, and social service agencies as well as local laboratories' faculty use to further their research agendas. We envision that these types of experiential and service learning opportunities will become a feature in every academic program at USFSP.

The Citizen Scholar Program description is also in the USFSP Catalog:

Citizen scholarship that sets USF St. Petersburg apart. USFSP has earned the elective community engagement classification by the Carnegie Foundation for its engaged-citizen scholars. Faculty and staff maintain a multitude of partnerships with community organizations to enrich the education of its students and the city, county and region. Faculty members offer students both classroom and community learning opportunities within their curricula. Many courses engage USF St. Petersburg students with community businesses, agencies and schools in focused academic service. By pairing courses with corporate and community partners for immersive learning, professors involve students in the world outside the classroom.

Students can search for the Citizen Scholar courses in OASIS (new since 2010). They are available to students in the "degree program attributes" as USFSP: Citizen Scholar.

<http://www.usfsp.edu/center-for-civic-engagement/citizen-scholar-program/>

<https://www.usfsp.edu/catalog/files/2019/03/FINAL-Catalog-2018-2019-w-updates-as-of-3-2019.pdf>

B.1.2 How is community engagement currently specified as a priority in the institution's mission, vision statement, strategic plan, and accreditation/reaffirmation documents? Provide excerpts from the relevant documents and a web link to the full document if it exists.

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B.1.2.1

Mission or vision statement:

USFSP Mission: Inspire scholars to lead

USFSP Vision: USF St. Petersburg will shine. USF St. Petersburg faculty and administrators will work shoulder-to-shoulder with students and community partners to build a better world. We will challenge ourselves to excel in research, teaching and service.

USFSP Core Values:

Student-Centered Success--We provide a personalized experience for every student. We will grow by design to sustain academic programs that prepare our graduate and undergraduate students for work and life while retaining our intimate learning environment.

Research and Innovation--Our faculty members conduct nationally and internationally significant research and scholarship. Faculty members convert individual and collaborative efforts into new knowledge to improve lives far beyond our campus and community. Inclusion of Differences--We seek divergent voices and tell untold stories. We actively recruit students, faculty, staff and administrators who bring global and domestic diversity to campus, with emphasis on representing our evolving regional demographics. We notice where conceptual differences synthesize, complement — or clash. In classes, in meetings and in public forums, we invite difficult dialogues to enable everyone to better understand different worldviews. We strive to create synergy.

Commitment to Community--USF St. Petersburg connects seamlessly to St. Petersburg and the surrounding region. Our students enroll in the city as well as USFSP, bringing to the city the exuberance that only a residential campus culture can provide. Our community-based partners and mentors multiply opportunities for students and challenge faculty and administrators to recognize new areas for innovation and exploration. Together we shine.

Care for Natural Environment--We celebrate our organic connection to the waterfront and cityscape. Through study and service, we serve as stewards for the plants, animals and systems that sustain us. We take seriously our commitment to become carbon neutral.

The Mission and Vision Statements of all three Colleges reflect the importance of civic and community engagement.

College of Arts and Sciences: “Our students will have the critical skills, broad outlook, and civic awareness that will make them engaged and productive citizens. In short, our students will be recognized as citizen scholars.”

Kate Tiedemann College of Business: Values include a commitment to community and civic engagement

College of Education: The Mission is “to promote transformative education and social justice through rigorous research, innovative teaching, as well as locally and globally engaged partnerships.” And the COE declares that “Leadership in education encompasses ... collaboration that serves communities, institutions, and individuals ... that contributes to a just and productive society.”

<https://www.usfsp.edu/coas/college-mission/>

<http://www.usfsp.edu/kate-tiedemann-college-of-business/about-the-ktcob/>

<https://www.usf.edu/education/about-us/mission-vision.aspx>

B.1.2.1.1 Web Link (if available)

<https://www.usfsp.edu/about-usfsp/mission-vision-and-values/>

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B.1.2.2

Strategic plan:

Vision 20/20 was crafted with significant community involvement and incorporates community engagement throughout. Work began in October 2013 with community members involved at all levels of planning.

From A Look to the Future:

“Community-based learning, part of the curriculum in all majors, provides our students resume-building experience with mentors from government, corporations and nonprofit organizations.”

“Outstanding local professionals teach part-time, further entwining campus with community. Our student population is progressing toward its goal of 10,000, with a third living on or near campus. First-year experience programs link first-time-in-college and transfer students with faculty and community mentors and connect students across diverse backgrounds.”

Community engagement is incorporated into 3 of 6 Strategic Goals with a fourth centered on it (Strategic Partnerships). The other two focus on sustainable funding & infrastructure (though this section does include language on surveying students, faculty, and staff on collaboration along with conducting communication initiatives and hiring practices to support overall mission and goals).

Distinctive Identity

“We are committed to creating mutually beneficial community-university partnerships. We attract community members to campus with our inclusive educational and cultural events.”

“Weave USFSPs identity with the city so that USFSP anchors the city and the city flows into campus. Link USFSP leadership with local government, civic and corporate leaders to create seamless educational and experiential opportunities for students and members of the community.”

Key Performance Indicators include percentage of students in civic engagement experiences

Student Success and Culture

“They sample career paths via service learning, civic engagement, internships and employment, including working one-on-one with community based mentors. Students hone collaborative and leadership skills through co-curricular activities.”

“Provide every student the opportunity to experience community-based learning.”

Key performance indicators include number of co-curricular programs, such as internships, service learning, leadership development and community mentorships integrated into majors.

Faculty Excellence in Teaching and Research

“Faculty excellence powers USFSP’s goal of graduating true scholars who are engaged in the community and in academic research. We encourage our faculty to share their expertise in service to the community.”

Strategic Partnerships

“USFSP establishes and maintains relationships that are thoughtfully integrated with our degree programs, research efforts and other campus activities. We value meaningful and high-impact partnerships with government, for-profit businesses, nonprofit organizations, educational institutions and individuals, prioritizing those in Pinellas County. Our Strategic

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Partnership program embraces those that meet needs outside of USFSP, those that illuminate our mission and enhance our progress internally as well as those that provide civic engagement and off-campus mentoring and experiences for our students.

Key Performance Indicators • Number of business and community partnerships, as measured by formal agreements • Number of identifiable collaborations with institutions within the USF system as well as other institutions of higher education • Number of community partnerships that result in student jobs, internships, entrepreneurial opportunities and USFSP's economic development.”

B.1.2.2.1 Web Link (if available)

https://www.usfsp.edu/vision2020/files/2014/09/USFSP_stratplan.pdf

B.1.2.3

Accreditation/reaffirmation document/QEP:

USFSP reported on community/public service within its educational mission to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) as part of its 2011 reaffirmation report.

“USFSP identifies expected outcomes for its community service activities, assesses the extent to which it achieves those outcomes, and provides evidence that improvements are made based on that analysis. USFSP's community/public service programs are consistent with its mission. USFSP's Mission Statement as articulated in its 2009-2013 Strategic Plan formalizes the institution's commitment to engage in service projects and partnerships to enhance the university and community's social, economic and intellectual life. The Mission statement specifically refers to community/public service:

‘We conduct wide-ranging, collaborative research to meet society's needs and engage in service projects and partnerships to enhance the university and community's social, economic, and intellectual life.’

Several initiatives are underway that focus on student, faculty and staff opportunities to collaborate with the community, as well as internally to engage in continuing education, outreach and service initiatives. Three of these are most specifically related to the education mission of the institution. These are the Center for Civic Engagement, the Bishop Center for Ethical Leadership, and the Lead Learn Serve Grant.”

No follow-up information was requested regarding civic and community engagement by SACSCOC as part of USFSP's 2016 interim report. Since 2011, USFSP has updated its Mission Statement and Strategic Plan (Vision 20/20) as referenced previously in this application.

USFSP submitted its QEP Impact Report to SACSCOC in March 2017. The Success Equation: A Model for Enhancing Student Learning in Gateway Mathematics and Statistics Courses

Even though our QEP (was) devoted to improving student success in mathematics and statistics, we have faculty who are attempting to teach inclusiveness and to expand students' social consciousness. At our recent Bay-to-Bay Learning Symposium (February 2019), Professor Kathleen Gibson Dee described how her statistics class incorporated challenging and invigorating learning about intersectionality of privilege in ways that changed students' hearts and minds. Students used an online survey to generate privilege scores, examined their own pre-existing beliefs and attitudes, were given the opportunity to view privilege through the eyes of those who have little, found evidence of real differences in privilege, and then reflected on how this project changed their hearts and minds.

https://digital.usfsp.edu/cgi/viewcontent.cgi?article=1001&context=accreditation_sacs_docs

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https://digital.usfsp.edu/accreditation_sacs_docs/

https://www.icrme.net/uploads/1/0/9/8/109819470/gibsondee_rme_proceedings_the_privilege_project.pdf

<http://www.usfsp.edu/bay-to-bay/>

B.1.2.3.1 Web Link (if available)

<https://www.usfsp.edu/academic-affairs/files/2018/06/USFSP-qep.pdf>

B.1.2.4

Other:

USFSP's current Strategic Plan process is on hold pending finalization of consolidation process and design. Presentations labeled "Who We Are" and "Where Discovery Shines" have served as guiding documents for 2018-2020 planning and to assist and educate those involved in consolidation planning.

The August 2018 draft presented 3 pillars (Inclusive Community, Research & Innovation, and Sustainability). Within Inclusive Community, Sub-section a (Access, Inclusion, and Success) lists "create more immersive learning opportunities" as an objective. Sub-section B (Local Partnerships) is as follows:

"A commitment to citizen scholarship and community engagement.

- Partner with the Innovation District to promote life and health science research
- Expand the Citizen Scholar Program
- Establish Civic Fellows program with Florida YMCA
- Develop flexible adult continuing education programs
- Build pathways for Pinellas County students and their families"

Sub-section C (Global Partnerships) is as follows:

"Creating global opportunities.

- Develop affordable domestic and international immersion experiences
- Increase study abroad experiences
- Expand local and global internship opportunities
- Draw international students and faculty to our campus"

Within Research & Innovation, Sub-section B is labeled Experiential Learning Through Innovative Teaching and is as follows:

"Become Florida's experiential university.

- Build our reputation as the state's center for faculty and student development in critical and creative thinking
- Promote and reward innovative and effective teaching
- Provide opportunities for students' personal, social, and professional development
- Expand services provided by the Center for Innovative Teaching and Learning
- Continue to lead the state in Quality Matters certification for online courses

From 2018 Year in Review, Chancellor's Message:

"All of these factors contribute to our unique campus identity. Over the past year, we've worked to identify the elements that define us as a university. We call them our "three pillars."

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--Research and innovation: We seek to expand our understanding of the world and use new and surprising techniques to discover and share this knowledge.

--Inclusive community: We embrace diversity and are dedicated to making our university a welcoming place for all.

--Sustainability--We recognize the value of our precious natural resources and strive to be good stewards of the planet.

From April 2019 Transition Planning Document:

Strategic Goal 5.b. Continue to develop international partnerships and opportunities for students to participate in affordable study abroad by expanding existing agreements with universities in China, Malaysia and Singapore.

Other initial information: There are multiple opportunities for fundraising and research partnerships in Pinellas County, which has the second largest base of manufacturing employment in Florida. It is home to Fortune 500 companies Jabil Circuit, Raymond James and Tech Data. Other notable employers include Home Shopping Network and Nielsen Media Research. In addition, the county supports numerous business accelerators, such as the Tampa Bay Innovation Center, the Gazelle Lab, TEC Garage and Clearwater's SPARK. These organizations have multiple needs that could be served by a preeminent, research-intensive university.

Document goes on to highlight notable partners such as Duke Energy, the St. Petersburg Innovation District, the St. Petersburg Downtown Partnership, the Pinellas County Economic Development Council, and the Poynter Institute.

B.1.2.4.1 Web Link (if available)

<https://www.usfsp.edu/home/files/2019/01/USFSP-2018-Year-In-Review-2018.pdf>

B.2.1

Briefly discuss any significant changes in mission, planning, organizational structure, personnel, resource allocation, etc. related to community engagement etc., since the last classification:

While the previous Strategic Plan (Points of Focus, 2009-2013) included language focusing on community engagement, the 2014-2019 update (Vision 20/20) elevates Commitment to Community as a Core Value of USFSP. As described previously, community engagement is not only incorporated into the university's Strategic Goals but specific related strategies and key performance indicators are provided. As an example, Strategy 1.3 as part of Distinctive Identity is to "Weave USFSP's identity with the city so that USFSP anchors the city and the city flows into campus. Link USFSP leadership with local government, civic and corporate leaders to create seamless educational and experiential opportunities for students and members of the community."

The Center for Civic Engagement (CCE) has continued its role in coordinating campus infrastructure and has seen growth in personnel, resources, and responsibilities. The CCE is notably the lead entity as part of USFSP's Civic Fellows Program with the Florida YMCA/Youth in Government (YIG), the first such university partnership nationwide that will bring students from throughout Florida onto campus for instruction in Political Science and Leadership Studies.

The OPEN Partnership Education network was developed during the 2016-17 academic year and has developed numerous events and programs with their most recent theme being "Civility--In search of common ground through storytelling, art, and civic dialogue." OPEN provides a rich platform of online tools and services--and combines them with diverse in-person opportunities where people can connect, discuss, and demonstrate how ideas become solutions. OPEN makes it easier for those working and living within St. Petersburg to be inspired, educated, trained, funded, and engaged in practical ways to address the issues we face.

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As a result of planning for Vision 20/20, an internship coordinator position has been created within each of USFSP's three colleges (Arts & Sciences, Business, and Education) to help facilitate connections between students and community partners/internship sites. Additional positions such as Education's Community Liaison and Business' Career Services Administrator help to supplement campus-wide efforts while providing specialized services to the students in their field. The Department of External Affairs now consists of five positions staffed by individuals whose previous career experience provides connections to city government, the St. Petersburg Downtown Partnership, the local arts community, etc.

On the co-curricular front, the directory of community partners available to students for service and volunteer engagements is now maintained online via PeteSync, USFSP's student engagement platform via OrgSync. PeteSync is managed by the Office of Leadership and Student Organizations within Student Affairs with the CCE administering the Service Opportunities portal.

B.3.1

Specify changes in executive leadership since classification and the implications of those changes for community engagement:

Since the 2010 application, USFSP has had four Regional Chancellors and six changes in leadership of the Vice Chancellor for Academic Affairs.

Particularly beginning with the leadership of Chancellor Sophia Wisniewska, there was a renewed emphasis on civic and community engagement that has strengthened under the leadership of Chancellor Martin Tadlock. Dr. Tadlock has served as the lead voice of USFSP throughout the consolidation process which has focused attention on the identity of the university and its community impact and involvement. Dr. Tadlock has routinely emphasized our strategic priorities (specifically civic and community engagement) at campus and community forums as well as to the larger USF Consolidation Planning Study and Implementation Task Force.

Regional Chancellor:

Margaret Sullivan - January 2009 - August 2012
William Hogarth (interim) - August 2012 - June 2013
Sophia Wisniewska - July 2013 - September 2017
Martin Tadlock - (Interim September 2017 - August 2018) - Chancellor August 2018 to present.

Regional Vice Chancellor for Academic Affairs:

Norine Noonan - November 2009 - June 2013
Vivian Fueyo - June 2013 - July 2014
Johannes Reichgelt - July 2014 - March 2015
Vincent "Mark" Durand - March 2015 - July 2016
Martin Tadlock - July 2016 - September 2017
Olufunke Fontenot - November 2017 - December 2018
No current RVCAA, Catherine Cardwell is Interim Associate RVCAA, Allyson Watson is Chief Academic Officer

Applications for the position of Regional Vice Chancellor are currently being solicited with a deadline of April 15, 2019. Experience in community engagement and experiential learning is explicitly listed as a preferred qualification.

C. Institutional Commitment

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Infrastructure

C.1.1

As evidence for your earlier classification, you provided a description of the campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement and you reported how it is staffed, how it is funded, and its reporting line.

For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. 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. Provide relevant links that support the narrative.

The Center for Civic Engagement (CCE) continues to serve as the university's coordinating center for civic and community engagement. There has been a dramatic increase in investment and infrastructure since 2010. Since our last application, the Center now has a line item in the recurring Academic Affairs budget, with a budget to support regular programming (the faculty course development grant program, the Civic Engagement Fairs, the professional development workshop series, a Center Director, etc.). The CCE hired a permanent (non-OPS) part-time Program Assistant in June 2016; that position was made full-time in January 2018. There are two federal work study student assistants who serve as a part of the CCE team as well. Efforts are currently underway to secure a graduate student assistant for 2019-20. The CCE reports directly to Academic Affairs, and the Director and Program Assistant meet monthly with the Regional Vice Chancellor for Academic Affairs/Chief Academic Officer.

Internal recurring and non-recurring funding has now been secured with the CCE managing funds of \$325,000 during the 2018-19 fiscal year.

In December 2012, the CCE moved to its current location within the LEAD (Leadership, Engagement, Activities, and Development) Suite working alongside the Office of Leadership and Student Organizations (LSO).

There are numerous other offices on campus who work with and impact community engagement. The CCE staff regularly coordinates with those offices listed below.

The Division of External Affairs continues to connect USFSP to business, community, civic, and public partners and has grown to include five positions with a 2018-19 budget of \$266k. The head of External Affairs is a Regional Vice Chancellor who reports directly to Dr. Tadlock as a member of the Regional Chancellor's Leadership Team. Their work in obtaining legislative appropriations has led to the creation of the YMCA/YIG Civic Fellows Program along with increased funding for the Center for Innovation in Teaching and Learning and their programming which includes training and workshops integrating civic and community engagement into curriculum.

The OPEN Partnership Education Network (described in B.2.1) was founded in late 2016 and serves as a bridge between campus and the business, civic, and education community. OPEN has three dedicated staff positions (reporting through the Regional Vice Chancellor for Advancement) with \$122k in internal recurring and non-recurring funds and is also in receipt of \$1.4m in support from the Aresty Family Foundation (2016-present).

Community and civic engagement efforts within Student Affairs are conducted mainly via LSO, Office of Multicultural

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Affairs, and Student Government. The CCE engages in bi-weekly meetings on civic and community engagement for planning and programming purposes with Student Affairs staff and then also meets regularly with student leadership within Student Government.

The CCE works with the Career Center to post internship opportunities to the database "Handshake" and to collaborate with the internship coordinators and community liaisons within each of the individual colleges now dedicated to internships, placement, and career readiness.

Funding

C.2.1

As evidence provided for your earlier classification, you described internal budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the internal budgetary allocations since the last classification.

The below Information was provided by the USFSP Office of Administrative and Financial Services and Office of University Advancement. As of 2018-19, internal funding for community and civic engagement has substantially increased. Internal recurring funding totals \$1,304,718 and internal non-recurring funds total \$5,056,561 (of which \$2,726,000 is not annual funding but instead represents legislative appropriations spread out over the last 5 years). This can be compared to the previous application which cited approximately \$1 million for recurring annual funding with substantially lower figures for allocations elsewhere (external/fundraising, non-recurring).

Below are lists of offices/divisions/positions whose funding is either entirely focused on community engagement or a portion of their funding has been determined to focus on community engagement.

Internal recurring and non-recurring: Center for Civic Engagement, Bishop Center for Ethical Leadership, OPEN, Sustainability Initiatives

Internal recurring funding only: Career Center, Compass, External Affairs, Geo-Spatial Analytics Lab, Internship Coordinators (within each college), KTCOB (Business) Executive Education, Marketing, Special Events, STEM Robotic Summer Camp, Student Affairs, Student Government Clean Energy Resource Conservation Commission, Student Green Energy Fund, Veterans Services

Internal non-recurring funding only: Community Engaged Research Awards, Family Study Center, Family Study Center-Midtown Early Care & Education Collaborative, Infant-Family Mental Health Center, KTCOB Data Analytics and Visualization Institute, Jabil Citizen Data Science Project, Joint Institute for Gulf Studies, Neighborhood News Bureau, Special Events, St. Petersburg Greenhouse, Weekly Challenger Digital Collection

C.2.2

As evidence provided for your earlier classification, you described external budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the external budgetary allocations since the last classification.

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External budgetary allocations have also seen a significant increase compared to our 2010 application cycle both in terms of number of projects & funding. Total external funding tied to institutional engagement with community has been calculated at \$20,067,715 (over time period of last 5 years) by USFSP's Office of Research and Business & Finance Department. Explicit figures were not provided in the 2010 application beyond a few specific grants totaling \$405,000 (Learn and Serve America; Campus Compact). Research grant figures were provided (\$2,727,164 in FY 09-10) though amounts specifically dedicated to community-based projects were not.

The largest component of that figure is \$17,087,559 tied to Community Engaged Research Grants (37 awards). \$625,000 is tied to initiatives within the Kate Tiedemann College of Business (KTCOB) including their Wealth Management Center partnership with Bank of America, the Consumer Insight & Sales Lab, and their Women and Leadership Initiative. \$548,496 in sustainability initiatives (in addition to nearly \$1m in internal funding) thanks to partnerships with Duke Energy (solar array, electric vehicle charging stations) and Tesla. Additional components include CCE, OPEN, Prison Literacy Program (contract with Department of Corrections, housed within College of Education working with incarcerated youth & adults), etc.

USFSP's 2010 application referenced 5 community-based projects out of 7 total awards. Overall funding for that year, including the 2 projects that were not community-based, totaled \$2,727,164.

Notable examples:

\$9,441,305--Jordan Knab of the College of Education manages three projects funded by the Florida Department of Education and the University of Central Florida focusing on special education (Project 10/STING RAY initially dating back to 2010,) and K-12 student mental health via the Florida Department of Education to develop new statewide training programming to help school personnel identify signs of emotional distress, mental health difficulties, and substance abuse disorders--and then be able to connect students with applicable resources (part of Marjory Stoneman Douglas High School Public Safety Act).

\$4,244,049--James McHale, founding chair of USFSP's Department of Psychology (Arts & Sciences), Executive Director of the USFSP Infant-Family Mental Health Center at Johns Hopkins All Children's Hospital. Dr. McHale is in receipt of substantial internal funding referred to above via legislative appropriation and also has managed 9 grant programs that include the Infant Family Mental Health Center (via Pinellas County, Juvenile Welfare Board of Pinellas County, Foundation for a Healthy St. Petersburg), research into early development disparities in African American infants (NIH), and trauma informed practices through the USFSP Family Study Center (Foundation for a Healthy St. Petersburg, Juvenile Welfare Board of Pinellas County).

\$478,198--Alison Watkins (KTCOB) manages the USFSP Banking Institute (partner: Bank of the Ozarks) to provide management training via coursework in business creation and innovation, data analytics, accounting, financial analysis, business law, and other related areas. Program dates to 2013.

C.2.3

As evidence provided for your earlier classification, you described fundraising directed to supporting community engagement.

For re-classification, describe what has changed, if anything, with fundraising activities since the last classification.

Since USF St. Petersburg's (USFSP) prior application, the Office of University Advancement has continued to actively support USFSP's priority to strengthen and deepen community engagement. Focused fundraising has enhanced the

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programs, initiatives, and experiential learning opportunities for our students at this institution in partnership with the community. The private support received during the last nine years has dramatically strengthened community engagement by enriching already existing programs and expanding our mission of service to the greater St. Petersburg community. Our successes achieved by raising significant private support has provided a myriad of new community engagement opportunities. For example, the naming of USFSP's Kate Tiedemann College of Business with a \$10 million gift from Ms. Kate Tiedemann has provided flexible funding to support outreach by faculty and students into the community. Additionally, Tiedemann's funding supports bringing business leaders to campus for interactive forums whereby these individuals from the community engage with our students. In 2018, Bank of America provided a \$500,000 gift; half of the funding (\$250,000) is dedicated specifically to develop financial literacy within the community. USFSP faculty and students have created workshops for members of the greater St. Petersburg community - the first multi-day conference was just held during spring semester 2019. In 2017, with a generous \$1.3 million commitment by Jim Aresty, USFSP created and launched OPEN (Open Partnership Education Network). The OPEN program engages with the St. Petersburg community to identify three to five themes for further discussion during each upcoming year. At each community conversation a featured expert focuses discussion on topics that are held throughout the academic year - which are part of specific theme. Themes (developed collaboratively between the community and USFSP) have included "Seeds" with topics pertaining to urban agriculture, "Frontiers" regarding science and research, and "Civility" developing common ground through the arts, storytelling and civic dialogue. With the OPEN initiative, University Advancement has garnered additional gifts from Duke Energy and the Community Foundation of Tampa Bay - who are sponsoring several of the specific themes. Lastly, private support has made possible the development of La Florida, An Interactive Digital Archives of the Americas. The research conducted has "revolutionized" early American history which showcases via short videos, interactive maps and digital reconstructions the diverse melting pot of people that made up early Spanish Florida, from Spanish conquistadors and Native Americans to free and enslaved blacks and Europeans from Germany, Ireland and Eastern Europe. Raising support from the Hough Family Foundation, the Lastinger Foundation and the Duckwall Foundation, this rich history is being brought to life in the next phase which will introduce the history into the Florida K-12 schools. Dr. Michael Francis, the Hough Family Foundation Endowed Chair, directs the program and has engaged with the community and the school system to develop the enriched school curriculum. USFSP has further developed and deepened community engagement through increased philanthropy from our community partners who have invested in USF St. Petersburg - and in turn USF St. Petersburg serves the greater St. Petersburg community.

<https://www.usfsp.edu/home/2017/05/26/14871/>

<https://www.tampabay.com/education/intrigue-philanthropist-kate-tiedemann-gives-another-3-million-to-usf-st-pete-20190201/>

C.2.4

As evidence provided for your earlier classification, you described ways in which the institution invest its financial resources externally in the community for purposes of community engagement and community development? Describe the source of funding, the percentage of campus budget or dollar amount, and how it is used. Provide relevant links related to the results of the investments, if available.

\$1,304,718 of internal recurring funding dedicated to community engagement, \$5,056,561 of non-recurring funding (both current/on-going and multi-year dating back 5 years), and over \$20 million in external funding secured (same time frame as internal, non-recurring) demonstrates USFSP's increasing commitment to community engagement and development. Some notable programs are as follows:

Sustainability--St. Petersburg was recognized as Florida's first "Green City" in 2008 and has since been named a winner in

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Bloomberg's American Cities Climate Challenge. USFSP has aligned itself on this front via investment (detailed previously), student initiatives (Green Energy Fund, Student Government Clean Energy Resource Conservation Commission), and founding the Joint Institute for Gulf of Mexico Studies.

Community events--The OPEN Partnership Network has delivered programming on civility, sustainable urban agriculture, and developing the smart, inclusive city of tomorrow just to name a few themes. USFSP also serves as a resource, host, and supporter of the St. Petersburg Science Festival, Tampa Bay Times Festival of Reading, and the St. Petersburg Conference on World Affairs.

STEM Education--In October 2018, the College of Education opened a state-of-the-art STEM INQ lab complete with the latest multi-disciplinary tools ranging from robotics to virtual and augmented reality. The space is seen as not only an asset for campus but also for our long-standing partnerships with Pinellas County Schools with annual summer camps now being held for grades 5-8 conducted by USFSP faculty, Pinellas County teachers, and Microsoft trainers.

Bishop Center for Ethical Leadership--In addition to housing USFSP's Leadership Studies Minor and the Ethics Bowl & Debate team which puts on weekly programming/discussions and competes nationally, the Bishop Center has launched (Spring 2019) a new program in corporate training and professional development.

Civic Fellows Program--This partnership with the Florida YMCA will bring high school students from around Florida to USFSP for two weeks as part of a year-long program delivering college credits in Leadership and Political Science. USFSP faculty along with local/state officials and community organizations contributing to curriculum and programming.

Economic Development--In addition to aforementioned KTCOB initiatives, USFSP is a partner in the City of St. Petersburg Greenhouse (business incubator) as well as the St. Pete Innovation District which was recently chaired by Chancellor Tadlock and is now participating in a new career exploration program which will provide job-shadowing and mentorship to freshman students.

Emergency Management--USFSP is a partner with numerous government entities regarding emergency management operations and specifically works with the adjacent U.S. Coast Guard station on training opportunities as well as housing staff and equipment during an emergency or disaster.

C.2.5

Do the business operations of the campus as an anchor institution, align with local economic and community development agendas through hiring, purchasing, and procurement in a way that contributes to an institutional commitment to community engagement?

Yes

C.2.5.a

Please describe business operation practices tied to the local community:

USFSP adheres to and promotes the USF System's Supplier Diversity Initiative which encourages and incentivizes business practices that support local women-owned, veteran-owned, and minority-owned businesses. This program connects small-, minority-, women-, and veteran-owned businesses to opportunities within the USF system and provides educational tools and resources to promote the economic development and sustainability of diverse businesses in the Tampa Bay area.

Treesha Morris, Purchasing Agent for USFSP, received the 2018 Supplier Diversity Champion Award.

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Tracking, Monitoring, and Assessment

3. Provide narratives addressing the following:

3.1

How does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community? Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are the data used? What changes are apparent in this data since the last classification? What tracking or documentation mechanisms does the campus still need to develop? Provide relevant web links.

The Center for Civic Engagement (CCE) coordinates and tracks community engagement efforts. The CCE conducts a Civic Engagement Inventory each semester. This comprehensive series of assessments surveys faculty, students enrolled in Citizen Scholar courses, and community partners (described in more detail in the sections below).

New since 2010: the CCE biannually (odd-numbered years) surveys all faculty to compile a comprehensive assessment of community engagement in teaching, research, and service.

New since 2010: the CCE developed an additional community partner survey conducted biannually (even-numbered years). In addition to the surveys of community partners that was sent at the beginning of each semester in conjunction with planning for the Civic Engagement Fair and the survey of community partners that was sent after the Civic Engagement Fair (as reported in the 2010 classification application), the CCE now surveys a wider array of community partners in a more comprehensive assessment tool (described below).

New since 2010: the CCE conducts interviews with Department Chairs and Program Coordinators as a part of the process of collecting information about upcoming Citizen Scholar courses (since we began coding the Citizen Scholar courses in OASIS (Online Access Student Information System) every semester.

Each baccalaureate program develops and implements "Academic Learning Compacts." The ALCs Each ALC includes the following state-mandated components: Content/discipline knowledge and skills, Communication skills, and critical thinking skills. In addition, at USFSP academic programs also evaluate multiculturalism and diversity as well as civic engagement, where appropriate. Each program submits its ALC report annually.

New since 2010, internship coordinators were hired in each of the Colleges. Those internship coordinators are also collecting data related to students in credit-bearing internships which is reported annually.

Departments within Student Affairs describe student/community engagement as part of their annual reporting process. Student Affairs also added in 2018-19 a Service Opportunities portal to USFSP's OrgSync platform. This has allowed community partners to engage directly with students and advertise events while also providing students the opportunity to find service/volunteer opportunities and report service hours. Initial goal was to use service hour reporting as part of community service requirement of Citizen Scholar Program as a transcript designation. As a result of consolidation, final design and implementation of program is on hold. This factor, along with USFSP's planned transition from OrgSync to Engage/Campus Labs during Summer 2019, led to a soft roll-out of the Service Opportunities portal this year with additional emphasis planned post-transition in 2019-20.

As a part of the Annual Review and promotion and tenure process, faculty report in FAIR (Faculty Academic Information Reporting System) evidence of their community-engaged teaching, research, and service.

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USFSP is in the process of implementing an assessment tracking system, Nuventive Improve (formerly TracDat), which will provide a platform to hold assessment records for community engagement data. This platform, when fully developed, will enable enhanced communication among the many departments involved in community engagement initiatives that will support the institution's goal of continuous improvement.

3.2

Describe the mechanisms used for systematic campus-wide assessment and measurement of the outcomes and impacts of institutional engagement. Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are data used? What assessment and measurement mechanisms does the campus still need to develop? Provide relevant web links.

The Center for Civic Engagement has the primary responsibility for conducting a Civic Engagement Inventory each semester. Each academic program, individual faculty member, and department in Student Affairs reports on community-engagement as well. (See above.) The implementation of the new institutional assessment tracking system, Nuventive, may improve communication between and among departments involved in community engagement initiatives.

Assessment mechanisms to be developed:

Every semester, the CCE surveys students in Citizen Scholar courses, and these data have presented a positive snapshot of the impact of the civic and community engagement on student learning outcomes such as communication skills, critical thinking, understanding community needs, applying concepts of academic discipline to the local community, and the likelihood of future participation and engagement with community issues and organizations. Anecdotally, we know that many students do continue their engagement. Indeed, we know many students who go on to get internships or jobs in what was their service learning placement. However, we would like to approach this more systematically. The mission of USFSP is to graduate citizen scholars whom we hope will be dedicated to a lifetime of service, but we don't yet examine this by way of a longitudinal study. Plans are underway for the CCE to work with the Alumni Relations Office to survey USFSP alumni regarding continued community engagement. Are USFSP alumni who have participated in our Citizen Scholar program more likely to be registered to vote? To cast a ballot? To volunteer? To donate to charity? To be a member of a community or civic organization? To attend a public meeting? To work with neighbors to fix community problems? We are working on a study so that we can find out.

(The CCE did partner with the League of Women Voters of the St. Petersburg Area on their Civic Health Survey of the residents of St. Petersburg. A USFSP faculty member and LWVSPA Board Member was a co-lead for the program. The USFSP student president of the LWVSPA affiliate along with the CCE helped distribute the survey to the campus community. Results are being compiled at the time of this writing.)

<http://floridacivichealth.org/>

<https://lwwspa.org/engage-st-pete/>

3.3

What are the current findings from the mechanisms used for systematic campus-wide assessment and measurement: and how are these different from the findings since the last classification?

New since the 2010 application: As a result of strategic planning for Vision 20/20, an internship coordinator position was created within each of USFSP's three colleges (Arts & Sciences, Business, and Education) to help facilitate connections

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between students and community partners/internship sites. Previously, in the College of Arts & Sciences, students would need to take the initiative to seek out a faculty member in the hopes that the faculty member could arrange and supervise an internship. Now, there are internship coordinators who are actively securing placements in the community, promoting those opportunities to students, and relieving some of the paperwork burden from the faculty supervisors in making the necessary arrangements. There is a major push for students to engage in the community by pursuing internships for credit. All of this has resulted in a dramatic increase in the number of students who are interning at opportunities throughout Tampa Bay, and we can access the data more readily because the internship coordinators are tracking and sharing metrics with us.

Credit bearing Internships: Since the last classification, USFSP has created internship coordinator positions in the College of Arts (CAS) and Sciences and the Kate Tiedemann College of Business (KTCOB) in addition to the internship support already in place in the College of Education (COE). These individuals work with faculty, students and community partners in creating and assessing for-credit internship outcomes. College data is reported in institutional publications such as the USFSP 2018 Year in Review.

In 2018, CAS reported that more than 200 students participated in internships. KTCOB reported that the number of external internships grew from 20 to over 100 since 2016, and in 2018 students in the VITA Tax Practicum course logged 2,200 hours of service preparing taxes for low income citizens. COE reported that 157 students completed for-credit internships in public school settings and completed 1,000 hours of volunteer service in the community.

<https://www.usfsp.edu/home/files/2019/01/USFSP-2018-Year-In-Review-2018.pdf>

3.4

Are there mechanisms for defining and measuring quality of community engagement built into any of the data collection or as a complementary process?

Yes

3.4.a - Describe the definition and mechanisms for determining quality of the community engagement. How is quality determined?

Defining and measuring the quality of community engagement is not unlike the process of evaluating the quality of any educational endeavor. Demonstrating quality in community engagement derives from institutional mission, department mission, departmental goals and objectives, and articulation of desired student outcomes. Outcomes can be focused on program goals, i.e. what a program or process is to do, achieve or accomplish for its own improvement, or learning outcomes, i.e. what a student is able to do or think as a result of the program, course, or service.

At USFSP, program outcomes have been measured in terms of increased availability or utilization of engagement opportunities, e.g. in the number of internships awarded year to year, (CAS, KTCOB, COE), or in community partners' level of satisfaction with their partnership with USFSP (Center for Civic Engagement). Student learning outcomes have been measured by student self-report of gains in learning as the result of service learning experiences in classes (Center of Civic Engagement). Student evaluations of the impact of course-based service learning experiences have consistently shown gains in understanding community needs, likelihood of future civic involvement, and increases in cognitive skills related to academic learning, e.g. critical thinking and communication.

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3.5

Outcomes and Impacts on students

Describe one key finding from current data and indicate how you arrived at this finding:

Every semester, the Center for Civic Engagement administers surveys of students enrolled in Citizen Scholar courses (these are pencil and paper for face-to-face courses and online for students enrolled in online Citizen Scholar courses).

As a snapshot, during the Fall 2017 semester, 415 students responded to the survey. Those students worked 7,911.25 hours in direct service (an average of 7.5 per student) and an additional 5,270.25 reflection hours.

92% of the students reported that the civic engagement component of the course enhanced their understanding of course content.

77% of the students responded that they feel more comfortable participating in the community after taking the Citizen Scholar course.

81% of the students reported that they plan to continue serving with the community program related to the course assignments after completing the citizen scholar course.

96% of the students reported that their understanding of community needs improved.

During the Spring 2017 semester, 367 students completed the survey. Those students worked 4,532.5 hours in the community (an average of 12.4 direct service hours), and an additional 2,093 reflection hours.

93% of the students reported that the civic engagement component enhanced their understanding of course content.

81% of the students disagreed with the statement that they would have learned more from the class if more time was spent in the classroom instead of doing service in the community

83% of the students planned to continue serving with the community program after the semester was over

96% indicated that their ability to apply concepts of their academic discipline to the local community improved

91% indicated that their understanding of and appreciation for diversity had improved

3.6

Outcomes and Impacts on faculty

Describe one key finding from current data and indicate how you arrived at this finding:

Every semester the CCE surveys all faculty as part of the Civic Engagement Inventory to identify Citizen Scholar courses that are being taught as Citizen Scholar courses (and to identify the community partners with whom the faculty are collaborating). The CCE also interviews the Department Chairs and Program Coordinators every semester, in conjunction with identifying the courses to be coded as Citizen Scholar in OASIS. Every calendar year the faculty input data regarding their community-engaged teaching, research, and service into "FAIR" as a part of their Annual Review evaluation and as part of the tenure and promotion process. Biannually, the CCE conducts a more comprehensive survey of faculty community engagement that covers teaching, research, and service.

For this response, we would like to share the findings of a survey that the CCE administered of all faculty who received a CCE Faculty Course Development Grant during the last ten years. In this longitudinal study, we found that the majority of the courses (56%) were offered subsequently and that of those who did not offer the same course again, components were spread through other courses. (Sometimes the course was not offered again because a different faculty member was assigned to teach the course or because due to changes in program requirements the specific course no longer offered at USFSP.) For the most part, the investment to develop the civic engagement components of those courses paid dividends in future semesters, as the community contacts and assignments that were developed pursuant to the CCE Faculty

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Development Grant Program were used in other courses.

In the open-ended question that asked about how the grant program helped foster community engagement, faculty responded that it

“Helped students engage with local businesses on project that benefits all in the community”

“The students were very much excited to see their efforts having an effect on the educational community”

“Build partnerships, foster critical reflection, and help students to strengthen communications and leadership skills”

“It helped me form relationships with community partners.”

Moreover, thirty-seven percent of the grant recipients already had published scholarly articles and presented at conferences as a result of the CCE grant program.

The CCE continues to offer this Course Development Grant every Spring, Summer, and Fall. And the CCE continues to offer professional development workshops (e.g., roundtable discussions featuring panelists of previous grant winners to discuss curricular engagement) to encourage other faculty to apply and to develop an new citizen scholar course, preferably in a General Education, senior capstone, or course required for the major.

<http://www.usfsp.edu/center-for-civic-engagement/course-grants/>

3.7

Outcomes and **Impacts on community**

Describe one key finding from current data and indicate how you arrived at this finding:

Every semester the CCE surveys our community partners (the 98 partners included in the CCE's Community Partner and Service Learning Placement Directory) in advance of the Civic Engagement Fair (to learn more about intern and volunteer needs, current projects, etc.) and again after the Fair (to learn more about how many students signed up, how many USFSP are now working at the agency, etc.). The CCE also hosts events for community partners when they are on campus for the Civic Engagement Fair (e.g., networking events with faculty to inspire future collaboration, presentations by Career Services on how to get internship opportunities posted in Handshake, etc.), and CCE staff obtain feedback from community partners when meeting with them on campus.

In addition, in 2017 the CCE launched a more comprehensive survey of USFSP community partners in through a collaboration with the Student Affairs' Director of Assessment. The survey went to a larger group of community partners (by email). In addition to those in our Placement Directory, we sent the survey to all partners identified in the comprehensive civic engagement survey sent to faculty as well as to additional partners identified during the CCE's Civic Engagement Inventory (and review of course syllabi and assignments).

Below are key findings from that survey (which we intend to administer biannually moving forward):

The degree to which their organizations benefited from partnering with USFSP. (Percent who indicated that the organization benefited 'considerably' or 'a great deal')

Having the opportunity to provide real-world experience and learning opportunities for students – 94%

Helping the organization achieve its mission – 81%

The willingness of students to help with whatever needs to be done – 78%

Having the opportunity to mentor students in service-learning projects – 69%

How often do students have the opportunity to develop skills, knowledge and attitudes (Percent who indicated that students had skill development opportunities 'often' or 'always')

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Understanding / appreciating diversity – 88%
Applying course-related concepts to the local community – 88%
Appreciating the importance of volunteerism and service in the community – 88%
Understanding community needs – 83%
Conducting oneself professionally on the job – 78%

Quality of collaboration between USFSP and community partner. (Percent who indicated 'agree' or 'strongly agree' to the following characterizations of collaboration)

Community partners are asked about their perceptions of the institution's engagement with and impact on the community (95%)
The partnership with this institution had a positive impact on my community (94%)
The faculty and/or staff that our community partnership works with take specific actions to ensure mutuality and reciprocity in partnerships (89%)
Community partners are recognized by the campus (83%)

3.8

Outcomes **Impacts on institution**

Describe one key finding from current data and indicate how you arrived at this finding:

The Strategic Planning process which resulted in the 2014-19 Vision 20/20 plan incorporated community members at all levels (Steering Committee, 70-member Vision Team) and included both Listening Forums and Learning Journeys. 5 of the 11 Learning Journeys focused on Partnerships (Midtown St. Petersburg, North Carolina State University, Bayfront HERO Foundation, Jabil Circuit, and All Children's Hospital/Johns Hopkins Medicine. Multiple on-campus forums were held as was one hosted by the St. Petersburg Downtown Partnership specifically for community input on two key questions: What would it mean for USFSP to be a partner of choice and what distinctive identify for USFSP resonates with the business community?

Of the themes that emerged from this process, the following stand out as it relates to internships and experiential learning:

- Provide experiential education through research and civic engagement.
- Anchor USFSP's future in external collaborations.

This process led to the formation of a Community Partnership Bold Goal group led by former Interim Regional Vice Chancellor for Academic Affairs Dr. Vivian Fuego and current Regional Vice Chancellor for External Affairs Dr. Helen Levine. Out of this effort came the Internship Workgroup chaired by Career Center Director Lesa Shouse. The Internship Workgroup met from October 2015 until April 2016 and delivered a proposal for internship support. Increasing internships was included as a priority/"bold goal" in the Partnership and Student Centered Success sections of Vision 20/20.

The workgroup recommended the creation of an internship coordinator position within the College of Arts & Sciences (CAS) to supplement staff & offices within KTCOB and the College of Education who fulfilled this role. It was determined that having dedicated internship coordinators within each college would greatly assist students, faculty, and external partners as well as the internship process as a whole. By April 2017, the position had been created and filled within CAS and today at least one staff member in each of the three colleges is dedicated to coordinating internships. As detailed elsewhere in the application, for-credit internships have increased substantially since our previous application and the importance of internships & experiential learning is stressed throughout campus as both an organizing/planning principle and as a practical tool to aid student success and retention. The latest step forward in this area is the creation of the Innovation Scholars program (detailed in the Internship/Co-op section) which will provide first-year students with mentoring and job shadowing opportunities from the moment they arrive on campus. Experiential learning is seen as being critical to boosting retention and graduation metrics to meet the standards required of USFSP as part of a consolidated, preeminent research university.

https://www.usfsp.edu/vision2020/files/2014/09/USFSP_stratplan.pdf

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<http://www.usfsp.edu/career-center/innovation-scholars/>

3.9

In the past 5 years, has your campus undertaken any campus-wide assessment of community engagement aimed at advancing institutional community engagement?

Yes

3.9.a - Describe what was the nature of the assessment, when was it done, and what did you learn from it.

The last assessment of community engagement that best fits the above definition would be the Vision 20/20 Strategic Planning process whose report and recommendations were approved by the USFSP Campus Board in July 2014 and by the USF Board of Trustees in September 2014. Regional Chancellor Sophia Wisniewska stated that it was her goal to deliver a planning process that would listen to all stakeholders, internal and external, to best align needs and aspirations of USFSP with the community.

This was evidenced by the inclusion of community members on the committees that guided the process as well as the solicitation of community feedback both targeted and general which in turn generated themes and patterns that reinforced the need and desire for USFSP to deepen its partnerships and collaborations. As detailed previously, community engagement and its importance appears throughout the document, in its goals, strategies, key performance indicators, and in what continues to serve as our Mission, Vision, and Core Values. USFSP's commitment to community would be enriched and strengthened so that it would serve as a defining characteristic of the university. University infrastructure improvements such as staffing (CCE expansion, internship coordinator positions), budgetary allocations (sharply increased across the board on community engagement initiatives as detailed in budget/funding questions), and the creation/integration of new programs and initiatives to boost student success and retention that feature community engagement and experiential learning opportunities (Innovation Scholars, Compass/First Year Experience, STEM INQ Lab, etc.) all point to the aspirations of 2014 being conceptualized and implemented.

Reviewing criteria referenced throughout this application indicates that progress has been made in nearly all areas. The consolidation process in some ways has forestalled a more complete reevaluation of Vision 20/20 and its goals and objectives (along with the development of an updated strategic plan post-2019) but in other ways has confirmed the positive momentum achieved in recent years. With internal and external facing committees and workgroups involving the entire USF and local community, USFSP has been able to showcase its achievements and has received ringing endorsements for its efforts and identity. Maintaining our unique identity and our ability to supplement, engage with, and be responsive to community needs has echoed throughout efforts by USFSP and community leadership alike as consolidation planning has moved forward, reinforcing the importance to community engagement and experiential opportunities as formulated in Vision 20/20, the Master Academic Plan, college missions, and department level language.

Professional Development

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4.1

As evidence provided for your earlier classification, you described the ways the institution offers professional development support for faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty), staff, and/or community partners who are involved with campus-community engagement.

For re-classification, describe what has changed, if anything, with professional development for community engagement.

How have the content, program, approaches, or audience for professional development changed since the last Carnegie classification? What have been the results?:

The CCE continues to organize faculty development workshops (curriculum development, syllabi workshops, Scholarship of Teaching and Learning, community partner-faculty networking events, etc.). The CCE also continues to maintain the Community Partner/Service Learning Placement Directory and hosts Civic Engagement Fairs every semesters which bring partners to campus to facilitate service learning placements in Citizen Scholar courses.

As before, the CCE administers the Faculty Citizen Scholar Course Development Grant program which provides awards for course development as well as hiring of student assistants, reimbursement for faculty/student travel related to community engagement projects, and necessary supplies to the civic engagement component of the course. A longitudinal study of the grant program (CCE, Summer 2018) revealed that a majority of recipients continued to offer the course that was developed and that the majority of grantees listed scholarship published as a result of the program.

Each of the Colleges also has funds to support faculty research, some of which is awarded to community-based research and participation in conferences to present SoTL research.

Since 2010, two additional centers were established that provide professional development to faculty and staff to improve teaching and learning.

In 2013 the Distance Learning staff launched the Online Learning and Instructional Technology Services (OLITS). OLITS facilitates a number of workshops every semester. OLITS also administers a grant program to support faculty development of new online courses, including those with civic engagement components.

In 2015 the Florida legislature appropriated (\$260,413) to develop a Center for Innovative Teaching and Learning (CITL) at USFSP. A CITL Board and Executive Board were established in 2015, and the Boards have been responsible for all programming and activities. A new Director has been hired and will begin June 1, 2019.

CITL programming includes a week of programming and workshops ("Week of Teaching") prior to the start of the Fall semester (beginning August 2017). Workshops have included sessions devoted to enhancing civic engagement across the curriculum. Beginning in February 2016, CITL and OLITS have organized the "Bay to Bay Learning Symposium." In 2020 the theme of the B2B will be centered around civic engagement across the curriculum.

In 2017-18, CITL launched the first Faculty Learning Communities. These academic-year-long FLCs have explored themes related to civic and community engagement. For example, in 2018-19, there was an FLC "Social Justice and Mindfulness." One of the FLCs approved for 2019-20 is devoted to "Civic Engagement Across the Curriculum" that will coordinate with the Bay-to-Bay Learning Symposium of the same theme.

Launched in 2017 was the Chancellor's Award for Excellence in Civic Engagement for a faculty member. This award is similar to other faculty awards that recognize excellence in teaching, research, and service, and comes with a \$5,000 prize. A similar Chancellor's Award for staff was initiated in 2019 with a lesser monetary award.

Campus councils/committees related to community engagement include the Strategic Planning Committees, the Carnegie

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Task Force, the COE Internship Committee, and the School Community Partnership Committee.

- <http://lib.usfsp.edu/OLITS/home/pdschedule>
- <http://lib.usfsp.edu/olits/home>
- <http://lib.usfsp.edu/innovative>
- <https://www.usfsp.edu/academic-affairs/faculty-resources/faculty-awards/>
- <http://www.stpeteshakesfest.org/st-pete-shakes-and-usfsp/>
- <https://www.usfsp.edu/college-of-education/coe-committees/>

4.2

In the context of your institution’s engagement support services and goals, indicate which of the following services and opportunities are provided specifically for community engagement by checking the appropriate boxes.

Employment Status	Tenured or tenure track	Full-time non-tenure track	Part time	Professional staff
Professional development programs	Yes	Yes	Yes	Yes
Facilitation of partnerships	Yes	Yes	Yes	Yes
Student teaching assistants	Yes	Yes	Yes	
Planning/design stipends	Yes	Yes		Yes
Support for student transportation	Yes	Yes		Yes
Eligibility for institutional awards	Yes	Yes	Yes	Yes
Inclusion of community engagement in evaluation criteria	Yes	Yes	Yes	Yes
Program grants	Yes	Yes		Yes
Participation on campus councils or committees related to community engagement	Yes	Yes		Yes
Research, conference, or travel support	Yes	Yes		Yes
Other				

G.2.1 If Yes to “Other”: Please describe other support or services:

--empty--

Faculty Roles and Rewards

5.1 Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) and staff with expertise in and commitment to community engagement?

Yes

5.1.a Describe these specific search/recruitment policies or practices and provide quotes from

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position descriptions:

Prior to any new hires, an academic unit must complete an “Academic Affairs Faculty Request Form” along with a “Personnel Action Request.” In justifying the need for the new position, the academic unit must answer this question: “How would filling the requested faculty line contribute to USFSP’s strategic plan and/or performance metrics?” As detailed elsewhere in this Application, the USFSP Strategic Plan (Vision 20/20) includes Commitment to Community as a Core Value.

Moreover, the Mission and Vision Statements of all three Colleges reflect the importance of civic and community engagement.

College of Arts and Sciences: “Our students will have the critical skills, broad outlook, and civic awareness that will make them engaged and productive citizens. In short, our students will be recognized as citizen scholars.”

Kate Tiedemann College of Business (KTCOB): Values include a commitment to community and civic engagement.

College of Education: The Mission is “to promote transformative education and social justice through rigorous research, innovative teaching, as well as locally and globally engaged partnerships.” And the COE declares that “Leadership in education encompasses... collaboration that serves communities, institutions, and individuals... that contributes to a just and productive society.”

For specific examples of language in job postings:

KTCOB includes as a primary preferred qualification for all positions: “Experience teaching classes that incorporate client/project-based community engagement learning.” Also emphasized is the ability to forge “cooperative partnerships and alliances with alumni, professional constituencies, and the regional business community”

From the College of Education: The position description for Instructor, Foundations in Teaching, explains that “The College of Education at USFSP is committed to student-centered success, diversity, and inclusion, as well as the local community and beyond.”

The HR Administrator for the College of Arts and Sciences meets with all Search Committees prior to the commencement of their work. While reviewing the Recruitment Procedures, she emphasizes the university Mission. From the powerpoint presentation: “The mission statement of the University of South Florida indicates that the University is dedicated to excellence in teaching, research, service, and community engagement. The University is a multi-campus national research university that supports the development of the metropolitan Tampa Bay Region, the State of Florida, the United States and the world. The University values cultural and ethnic diversity and global understanding.”

Currently there is a search underway for the chief academic officer at USFSP, the Regional Vice Chancellor for Academic Affairs and Vice Provost. From the posting: “The RVCAA-VP oversees the academic units and centers, evaluates faculty and staff; participates in the budget process; serves on the Regional Chancellor’s cabinet; engages in community outreach in support of opportunities to grow

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the University's reputation, resources, and impact in the region." The preferred qualifications for this position include "community engagement and experiential learning" and "advancing sustainability initiatives through collaboration with student and community groups."

<https://www.usfsp.edu/administrative-and-financial-services/files/2018/10/AA-Faculty-Request.pdf>

<https://www.usfsp.edu/coas/college-mission/>

<http://www.usfsp.edu/kate-tiedemann-college-of-business/about-the-ktcob/>

<https://www.usf.edu/education/about-us/mission-vision.aspx>

<https://chroniclevitae.com/jobs/0000429290-01>

5.2

In the period since your successful classification, what, if anything, has changed in terms of institutional policies for promotion (and tenure at tenure-granting campuses) that specifically review, evaluate, and 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, and part time faculty, please describe them as well.

In USFSP's 2010 application, we explained that "[t]he Guidelines for Promotion and Tenure apply to faculty in all Colleges and in the Library. These Guidelines specify that in the category of Service, service to the external community must be evident beyond what would normally be mere 'good citizenship.' The Guidelines require "the promise of a substantive commitment to service" for candidates seeking promotion to Associate Professor/Associate Librarian and a demonstrated "substantive commitment to service" for candidates seeking promotion to Full Professor/Librarian." We also explained that the tenure and promotion process recognizes and rewards community-based research. "Indeed, at a masters level institution like ours, it is not surprising that the preponderance of our faculty scholarship is community-engaged." While we could offer many examples of community-based research published by our distinguished faculty, our USFSP Tenure and Promotion Guidelines 1998 that were then enforced did not specifically reference community engagement when describing guidelines for evaluating teaching or research.

Since the 2010 classification, both the USF System (2014) and USFSP (2016) have revised Tenure and Promotion Guidelines. The new guidelines for each campus continue to recognize community engagement as a part of service, but they also explicitly recognize, value and define community-engaged teaching and community-engaged research. The Carnegie definition of community-based research is included in the USF System and the USFSP guidelines for tenure and promotion:

Discussions are currently underway to draft new Tenure and Promotion Guidelines for a consolidated University of South Florida. The draft that was shared with faculty on the USFSP campus (3 April 2019) include the language regarding community-engaged teaching and research that is currently included in the USF 2014 and USFSP 2016 documents. Therefore, we have every reason to believe that community-engaged teaching, research, and service will continue to be valued at the University of South Florida, and we have every expectation that this recognition will be retained in the guidelines post-consolidation.

The USFSP Tenure and Promotion Guidelines 1998

<https://www.usfsp.edu/academic-affairs/files/2018/03/USF1998Guidelines-1.pdf>

New USF System guidelines for Tenure and Promotion 2014

<https://www.usf.edu/provost/documents/faculty-awards/t-and-p-guidelines-2014.pdf>

And New USFSP guidelines for Tenure and Promotion 2016

<http://www.usfsp.edu/academic-affairs/faculty-resources/tenure-promotion/>

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See also the USFSP Academic Affairs website regarding Tenure and Promotion:
<http://www.usfsp.edu/academic-affairs/faculty-resources/tenure-promotion>

5.3

If current policies do not specifically review, evaluate and reward community engagement, describe the work in progress to revise policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty promotion to ensure a full and fair review and assessment of faculty scholarly work that uses community-engaged approaches and methods.

N/A

Current policies do reward community-engaged teaching, research, and service.

<https://www.usfsp.edu/academic-affairs/files/2014/09/USFSP-Guidelines-for-Tenure-and-Promotion-2016.pdf>

5.4

Since your previous classification, have there been any changes in the institution-wide definition of faculty scholarly work that uses community-engaged approaches and methods?

Yes

5.4.a

Describe and identify the policy or other document where this appears and provide the definition.

The USF System Guidelines of 2014 and the USFSP Guidelines of 2016 include the Carnegie definition of community-engaged scholarship.

From the USFSP Tenure and Promotion Guidelines 2016:

“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, and/or 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.” But 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.

http://classifications.carnegiefoundation.org/descriptions/community_engagement.php”

<https://www.usfsp.edu/academic-affairs/files/2014/09/USFSP-Guidelines-for-Tenure-and-Promotion-2016.pdf>

5.5.1 Institutional Level

Please provide link(s) to text of current policies which describes how community-engaged approaches are conceptualized and evaluated in faculty promotion and tenure (at tenure granting institutions) review and reward processes or a narrative describing how these policies and processes are implemented. Provide links to policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty.

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5.5 a Community engagement is rewarded as a form of teaching

Yes

5.5 a Teaching

Provide link or descriptive text

From the USFSP Tenure and Promotion Guidelines 2016, evaluation of teaching

“...effective teaching and its impact on learning can take place in a variety of contexts: in classrooms; team teaching; online; in the field; in clinical settings; workshops; panels; through service-learning activities, community engagement and internships; in laboratories; within on-and off-campus communities, in organizations, in education abroad settings, such as field schools, and through mentoring of students, including undergraduate and graduate student research. Evaluation of teaching effectiveness in formats and settings outside the classroom should include consideration of the impact of student learning on practice, application, and policy.”

<https://www.usfsp.edu/academic-affairs/files/2014/09/USFSP-Guidelines-for-Tenure-and-Promotion-2016.pdf>

5.5 b Community engagement is rewarded as a form of research

Yes

5.5 b Research

Provide link or descriptive text

From the USF System Guidelines for Tenure and Promotion 2014

“Scholarship takes many forms, including independently conducted research and/or creative works and collaboratively generated contributions to the knowledge base, community improvement or the arts.”

“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 to local, national, or international agencies and formal presentations, or by other products as designated by the unit, as well as by peer review.”

From the USFSP Guidelines for Tenure and Promotion 2016:

“Scholarship takes many forms, including independently conducted research and/or creative works and collaboratively generated contributions to the knowledge base, community improvement, or the arts.”

“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 local, national and/or international levels. Community-engaged scholarship may be demonstrated by high-profile products such as reports to local, national, or international agencies and formal presentations, or by other products as designated by the unit, as well as by peer review. “

<https://www.usfsp.edu/academic-affairs/files/2014/09/USFSP-Guidelines-for-Tenure-and-Promotion-2016.pdf>

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5.5 c Community engagement is rewarded as a form of service

Yes

5.5 c Service

Provide link or descriptive text

From the USFSP Guidelines for Tenure and Promotion 2016

“The third component to be evaluated includes the categories of service to the university, the professional field or discipline, and engagement with the community. To achieve tenure, faculty members must have made substantive contributions in one or more of these areas. Evaluation of service will include an examination of the nature and degree of engagement within the university and in the local, regional, national and global communities.”

“Service as such is differentiated from engagement with communities and external organizations that is 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, and/or 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.” But 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.

From the USF Tampa Guidelines for Tenure and Promotion 2014

“Service as such is differentiated from engagement with communities and external organizations that is 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.” But 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.”

<https://www.usfsp.edu/academic-affairs/files/2014/09/USFSP-Guidelines-for-Tenure-and-Promotion-2016.pdf>

http://classifications.carnegiefoundation.org/descriptions/community_engagement.php

5.5.2 School/Division

5.5.2 a Community engagement is rewarded as a form of teaching

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Yes

5.5.2 a

Provide link or descriptive text

<https://www.usfsp.edu/academic-affairs/files/2014/09/USFSP-Guidelines-for-Tenure-and-Promotion-2016.pdf>

5.5.2 b Community engagement is rewarded as a form of research

Yes

5.5.2 b

Provide link or descriptive text

<https://www.usfsp.edu/academic-affairs/files/2014/09/USFSP-Guidelines-for-Tenure-and-Promotion-2016.pdf>

5.5.2 c Community engagement is rewarded as a form of service

Yes

5.5.2 c

Provide link or descriptive text

<https://www.usfsp.edu/academic-affairs/files/2014/09/USFSP-Guidelines-for-Tenure-and-Promotion-2016.pdf>

5.5.3 Department

5.5.3 a Teaching

Community engagement is rewarded as a form of teaching

Yes

5.5.3 a

Provide link or descriptive text

<https://www.usfsp.edu/academic-affairs/files/2014/09/USFSP-Guidelines-for-Tenure-and-Promotion-2016.pdf>

5.5.3 b Community engagement is rewarded as a form of research

Yes

5.5.3 b

Provide link or descriptive text

<https://www.usfsp.edu/academic-affairs/files/2014/09/USFSP-Guidelines-for-Tenure-and-Promotion-2016.pdf>

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5.5.3 c Community engagement is rewarded as a form of service

Yes

5.5.3 c

Provide link or descriptive text

<https://www.usfsp.edu/academic-affairs/files/2014/09/USFSP-Guidelines-for-Tenure-and-Promotion-2016.pdf>

5.5

Provide narrative describing the implementation of these policies and processes:

Academic Affairs organizes Tenure and Promotion Workshops every year, at the beginning of the Tenure and Promotion cycle. Each of the Colleges also hold workshops to prepare faculty for the Tenure and Promotion process.

The Center for Civic Engagement organizes a faculty development workshop series designed to assist faculty in documenting their community engaged scholarship and teaching in a way that aligns with the USF Tenure and Promotion Guidelines. These workshops include sessions devoted to the Scholarship of Teaching and Learning, assessment of Citizen Scholar courses, and curriculum development workshops. Speakers have included colleagues from Florida Campus Compact as well as nationally recognized scholars, and colleagues from USFSP.

USF is moving forward with the consolidation process which will lead to new T&P Guidelines for a consolidated USF. We anticipate that the policies and processes will be revised accordingly.

5.6

If there are **college/school and/or department level policies** for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods, describe the policies, and indicate whether they are for tenured/tenure track, full time non-tenure track, and part time faculty in reappointment or promotion considerations.

N/A

There are three Colleges at USFSP: the College of Arts and Sciences, the Kate Tiedemann College of Business, and the College of Education. Only the College of Arts and Sciences has Departments; there are fifteen degree programs housed in six CAS Departments. CAS Departments were in the process of drafting department-specific guidelines, but that process was suspended during the consolidation process.

All three Colleges use the USFSP Tenure and Promotion Guidelines 2016 described above.

The Mission and Vision Statements of all three Colleges also reflect the importance of civic and community engagement.

College of Arts and Sciences Mission:

"Our students will have the critical skills, broad outlook, and civic awareness that will make them engaged and productive citizens. In short, our students will be recognized as citizen scholars."

Kate Tiedemann College of Business Mission:

Values include a commitment to community and civic engagement

College of Education Mission:

The Mission of the College of Education is "to promote transformative education and social justice through rigorous research, innovative teaching, as well as locally and globally engaged partnerships." And the COE "envisioned itself as a

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leader in regional, national and international education. Leadership in education encompasses ... collaboration that serves communities, institutions, and individuals ... that contributes to a just and productive society.

<https://www.usfsp.edu/coas/college-mission/>

<http://www.usfsp.edu/kate-tiedemann-college-of-business/about-the-ktcob/>

<https://www.usf.edu/education/about-us/mission-vision.aspx>

5.7

List the colleges/schools and/or departments.

N/A

5.8

What percent of total colleges/schools and/or departments at the institution is represented by the list above?

100

5.9

Please cite three examples of college/school and/or department-level policies, taken directly from policy documents, that specifically reward faculty scholarly work using community-engaged approaches and methods; if there are policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty, please cite one example.

N/A

5.10

Please describe any professional development offerings that your institution provides for faculty and administration to facilitate consistency in approaches to the documentation, review, and evaluation of community-engaged scholarly work as an aspect of promotion and tenure (at tenure granting institutions) processes.

Academic Affairs organizes Tenure and Promotion Workshops every year, at the beginning of the Tenure and Promotion cycle.

The Center for Civic Engagement organizes a faculty development workshop series that “facilitates consistency in approaches to the documentation, review and documentation of scholarly work.” These workshops include sessions devoted to the Scholarship of Teaching and Learning, assessment of Citizen Scholar courses, and curriculum development workshops. Speakers have included colleagues from Florida Campus Compact as well as nationally recognized scholars, and colleagues from USFSP.

(Note: When USFSP transitioned to a new website platform, we lost the information on our CCE page, from 2010 through about 2017. We are still trying to go back and to reconstruct the missing Events page as well as to update our current website.)

The CCE administers a Faculty Course Development Grant program that includes a documentation and evaluation component that is useful for faculty when compiling their application packet.

The Office of Research also organizes workshops for faculty to assist in securing internal and external support for their research projects. As detailed in the external funding section of this application, funding for community-engaged research projects has dramatically increased during the last five years, as the infrastructure of the Office of Research has grown. As we move forward as a consolidated USF system, we anticipate additional funding and resources to become available to

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USFSP faculty.

Categories of Community Engagement

A. Curricular Engagement

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

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, academic service learning, community-based learning, public service courses, etc.

A.1 Teaching and Learning

As evidence provided for your earlier classification, you described an institution-wide definition community engaged courses used on campus.

A.1.1

For re-classification, describe what has changed, if anything, with the definition of community engaged courses and explain the purpose of the revisions.

There has been no change in the definition of community engaged courses. Terminology used at USFSP is "Citizen Scholar Program/Citizen Scholar Courses." Definition available online via CCE website and program is now detailed in the official USFSP Undergraduate Catalog. Which courses are pre-identified as Citizen Scholar courses are now searchable by students within OASIS (Online Access Student Information System).

In 2016, Dr. Martin Tadlock, then Vice Chancellor for Academic Affairs, initiated work that engaged deans, campus leadership, all colleges, departments, programs, and faculty that led to the creation of a Master Academic Plan for USFSP. The MAP was to serve as the guiding document for decision-making and planning in academic areas from 2017-2022 and was designed to support and link to the current 20/20 Strategic Plan.

Strategic Goal A (Distinctive Identity) excerpts:

"We recognize our opportunity as the sole public residential higher education institution in Pinellas County... to guide our students through personalized real-world experiences and to create and maintain mutually beneficial community-university partnerships."

"We are committed to teaching excellence in a student-centered environment that enables students, faculty, and staff to flourish and to engage in research, scholarly activities, and civic engagement that enhance the social, economic, and

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intellectual growth of our communities.”

“Add explicit connection to experiential learning to every required course for every current and future degree and certification program.”

Strategic Goal B (Student Success and Culture) excerpts:

“General Education and USFSP’s emphasis on experiential learning help students develop a sense of social responsibility, helps them appreciate the cultural and biological diversity of an increasingly interconnected world, and teaches necessary skills for engagement.

Objectives included to increase number of graduate assistantships, part-time employment opportunities on campus, and part-time employment opportunities and paid internships in the community through collaboration with community partners, local businesses, and governmental agencies.

Strategic Goal C (Faculty Excellence in Teaching and Research) excerpts:

“Faculty excellence powers USFSP’s goals of graduating true scholars who are also engaged in the community and in academic research.”

“Provide faculty with professional development that includes evidence-based pedagogy, experiential learning, training in effective strategies for encouraging and facilitating difficult dialogues in the classroom, design, curriculum, assessment, active learning, and best practices.”

Strategic Goal D (Strategic Partnerships) excerpts:

“USFSP establishes and maintains relationships with community partners that are thoughtfully integrated with our degree programs, research efforts and other campus activities. We value meaningful and high-impact partnerships with government, for-profit businesses, nonprofit organizations, educational institutions, and individuals, prioritizing those in our region and in counties where we have active academic programs. Our Strategic Partnership program embraces those that meet needs outside of USFSP, those that illuminate our mission and enhance our progress internally as well as those that provide civic engagement and off-campus mentoring and experiences for our students.

Civic and community engagement featured prominently throughout the MAP and the goals and objectives put forth have led to multiple offerings and developments highlighted throughout this application.

A.1.2

If there is a process for identifying or approving a community engaged course as part of a campus curriculum, explain the process; if there have been changes in that process since the last application, please explain the changes.

Courses qualify as a Citizen Scholar course by integrating one or more of the following elements: community engagement, civic engagement, service learning, or experiential learning. There are multiple ways that a course is identified as such:

Faculty surveying--Faculty are provided with surveys prior to each semester asking if any of their upcoming courses (for immediate and future semesters) qualify as Citizen Scholar courses.

Past examples--Faculty who have previously taught courses as Citizen Scholar courses are asked to verify and detail any changes to qualifying component. Faculty who have taught other courses as Citizen Scholar receive additional follow-up as well as those faculty members teaching courses previously identified as Citizen Scholar courses though they themselves have not taught those sections prior.

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Syllabus review--Program assistants and faculty are asked to provide copies of their syllabus to the CCE for review. If a clear assessment can be made one way or the other, the course/section is coded appropriately. Faculty members are contacted to provide more detailed information if syllabus review is unclear.

Courses that can be pre-identified and verified as Citizen Scholar courses are coded as such in OASIS via CCE communicating with schedulers in each of the three colleges along with the Registrar's office. All of the above measures are conducted each semester.

A.1.3

Fill in the tables below using:

- data from the most recent academic year (2017-18)
 - data based on undergraduate FTE
 - Percentage = when asked use decimal input, e.g., don't use .9 or .2, use instead 90% or 20%
-

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Number of community engaged courses	Change in number of courses since last application	Percentage of total courses	Percent change in courses since last application
98	Decrease of 4	24%	9% increase (from 22% to 24%)
Number of departments represented by community-engaged courses	Change in number of departments since last application	Percentage of total departments	Percent change in departments since last application.
21	Increase of 9	81%	84% increase (from 44% to 81%)
Number of faculty who taught community engaged courses	Change in number of faculty since the last application	Percentage of total faculty	Percent change in number of faculty since last application
81	Increase of 30	26%	37% decrease (from 41% to 26%)
Number of tenured and tenure-track faculty who taught community engaged courses	Change in number of tenured and tenure-track faculty since the last application	Percentage of total faculty	Percent change in number of tenured and tenure-track faculty since last application
36	Not included in last application	36% (36 out of 100)	Not included in last application
Number of full-time, non-tenure-track faculty who taught community engaged courses	Change in number of full-time, non-tenure-track faculty since the last application	Percentage of total faculty	Percent change in number of full-time, non-tenure-track faculty since last application
17	Not included in last application	38% (17 out of 45)	Not included in last application
Number of part-time faculty who taught community engaged courses	Change in number of part-time faculty since the last application	Percentage of total faculty	Percent change in number of part-time faculty since last application
28	Not included in last application	17% (28 out of 162)	Not included in last application
Number of students participating in community engaged courses	Change in number of students since last application	Percentage of total students	Percent change since last application.
4,319	Increase of 93	50+%	N/A

1.4

Provide a description of how the data above is gathered and used (how it is compiled, who gathers it, how often, how it is used, etc.). Provide relevant links.

The data above is compiled as part of the Citizen Scholar Course inventory process outline above in Section A.1.2. Each semester, the CCE collects information from faculty and academic programming staff to determine if courses qualify as

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meeting definition of Citizen Scholar. For purposes of this application, data was limited to the 2017-18 academic year. Total number of Citizen Scholar courses and total number of courses were determined by analyzing each unique subject/course number. If a section of that course was offered as Citizen Scholar during 2017-18, it was included in the Citizen Scholar count. Regardless of the number of sections of a course, each subject/course number was counted only once. Field work, practicum, and internship sections were not included in this application; those numbers are indicated elsewhere when discussing for-credit internships.

Inventory collection efforts are communicated at the beginning of each semester and then updates are provided during the semester as to which courses have been positively identified. Those faculty members are then contacted for purposes of surveying students as to the impact of Citizen Scholar elements onto the course. A report on the number of courses, what type of community engagement/Citizen Scholar material was included, and results of the student surveys are provided to the Regional Vice Chancellor for Academic Affairs. For Spring 2019, survey results will now also be shared directly with faculty.

The Citizen Scholar Course Catalog is maintained by the CCE with updates provided on the CCE website. The Course Catalog includes course information dating back to Fall 2003 as when the Center was established in Fall 2006, courses were reviewed going back 3 years.

<http://www.usfsp.edu/center-for-civic-engagement/citizen-scholar-program/>

1.5

As evidence requested for your earlier classification, you were asked whether you have institutional (campus-wide) learning outcomes for students' curricular engagement with community.

For re-classification, describe what has changed, if anything, regarding assessment of institutional learning outcomes associated with curricular engagement. What are the outcomes, how are these outcomes assessed, and what are the results of the assessment? Provide relevant links.

In accordance with the Board of Governors Policy 8.016 each baccalaureate program develops and implements "Academic Learning Compacts." The Academic Learning Compacts include concise statements of what program graduates will know and be able to do (i.e. the expected core student learning outcomes). Each Academic Learning Compact includes the following state-mandated components: Content/discipline knowledge and skills, Communication skills, and critical thinking skills. In addition, at USFSP academic programs also evaluate multiculturalism and diversity as well as civic engagement, where appropriate. Each program submits their ALC report annually.

Programs have been using the ALC assessment process as a means to strengthen the civic engagement in their programs.

For example, the Geography Department's goal is to ensure that "students will engage in the community through experiential learning through the design and participation of a field based research project." The means of assessment is that students will take "ISS 3930 Qualitative Research Methods: students in this course conduct participant observation while volunteering in a local organization." The criteria for success: "80% of students will receive an 80% or higher on their final paper in which they write up and discuss their experiential learning experience." The findings for 2017-18 were that "78% of students received a score of 80% or higher on this assessment." The instructor planned to continue to offer the class and to use this assessment, but she planned to monitor student progress more closely.

While the Department of Psychology did not have an objective related to civic or community engagement during the 2017-18 academic year, the department noted that it instituted a new supervised internship program and that it expected to have data to report on this development next year.

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As a result of its ALC assessment, the Political Science Program noted that plans to “expand the number of internships and other hands-on learning and research experiences offered to our students. A message will be sent to all political science majors outlining possibilities and encouraging them to participate. These learning experiences will become an integral part of the program, possibly serving as a capstone option.”

<https://www.usfsp.edu/academic-affairs/accountability/>

2. Curriculum

For each curricular activity listed below, indicate whether or not community engagement is integrated into it, and then describe what has changed since the last classification. Provide relevant links if available.

Curricular Activity: 2.1 Student Research

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>In 2017-18 faculty in each of the three colleges taught Citizen Scholar courses that included community based research.</p> <p>For example, in the College of Arts and Sciences, there were courses offered in</p> <p>Anthropology: ANT 4442 Urban Life and Culture (community-based project with community partners); Interdisciplinary Social Sciences ISS Intro to Qualitative Research Methods (Collaboration with community groups regarding research methods); Biological Science, BSC 3402L, Experimental Biology Lab (Civics Project to analyze local conservation/health agencies); Biological Science, ZOO 4512 Sociobiology (Civics Project to analyze local conservation/health agencies); Environmental Science, EVR 420 Environmental Politics and Policy (Public Environmental Project with a community partner pertaining to the subject matter).</p> <p>In the College of Education, Reading RED 6935 Seminar in Curriculum Research (Field Experience Assignment -- Action Research Project)</p> <p>And in the Kate Tiedemann College of Business, Entrepreneurship ENT 6930, Sustainable Entrepreneurship (Students develop a business plan by working 40 hours with community members)</p> <p>In addition to the community-based research projects that are assignments in Citizen Scholar courses, faculty members also mentor individual students' community based-research projects as Independent Study courses.</p> <p>Moreover, every spring, the Office of Research, the Department of Psychology, and the Honors Program host an Undergraduate Research Symposium, at which students present community-based research projects.</p>
Web Link (if available)	http://www.usfsp.edu/research/research-symposium/

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Curricular Activity: 3.1 Student Leadership Courses

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>As explained in the LDR Conceptual Framework: “Given the nature of the curriculum, particularly its emphasis on community engagement, opportunities abound to advance the Core Values Inclusion of Differences, Commitment to Community and the Bold Goal Strategic Partnerships.”</p> <p>New since 2010: In Fall 2015 the Living Learning Community (LLC) Leadership House was established. “Leadership House shows students how to tap into their own leadership potential and creates practical experiences for them to sharpen those abilities. As part of LDR 2010 Leadership Fundamentals, students deliver presentations on significant campus and community projects, meet and learn from important leaders, and attend activities such as a ropes challenge course designed to reinforce concepts learned in the classroom.”</p> <p>The Leadership Minor was in existence in 2010 but has been redesigned. It has gone from 18 to 12 credit hours (2 required courses, 2 electives). This change was made in part to allow more students the option of adding the minor to their course of study without being penalized. Beginning in the 2009-10 academic year, the Florida Legislature instituted an excess hour surcharge equal to 50 percent of the tuition rate for each credit hour in excess of 120 percent. Upon full implementation (2012-13 academic year), the excess hour surcharge equaled 100 percent for each credit hour in excess of 110 percent. This has led to campus-wide changes in academic advising, approval of major changes, etc. By adopting a 12 hour standard, the Leadership Minor is now in alignment with standards applied throughout USFSP academic departments.</p> <p>LDR 2010 (Leadership Fundamentals) and LDR 4204 (Ethics and Power in Leadership) remain required elements with students able to add 2 of the following: LDR 3363 (Leading Teams and Diverse Groups), LDR 3365 (From Conflict to Consensus Decision-making and Change), and LDR 3371 (The Language of Leadership: Communicating with Clarity and Impact).</p> <p>Current program description: The Leadership Studies Minor enables students to lead lives of impact by providing them with the knowledge and core competencies necessary to be successful in work and life. The minor is grounded in current theory and best practices from the multidisciplinary field of leadership studies. This conceptual framework is validated based on student and employer feedback. Special emphases are placed on the knowledge and abilities necessary to build teams and work productively within them, to communicate effectively both verbally and in written form, to use critical thinking skills for problem solving and decision-making, to resolve conflict, to reach consensus, to manage change, to increase ethical awareness and development, and to engage in rigorous moral analysis and persuasion. Moreover, we value what leaders do and the results they achieve. Courses in the program reflect an understanding that the best teacher is experience. Theory is essential but practice is likewise essential to test and refine theory. Therefore, assignments more often than not incorporate active experiential learning strategies such as projects, case methods, simulations, and service learning.</p>
Web Link (if available)	https://www.usfsp.edu/bishop/leadershipminor/ http://www.usfsp.edu/housing/llc/

Curricular Activity: 4.1 Internships/Co-ops

Is Community	Yes
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Engagement integrated into this area?	
What has changed since the last classification?	<p>As a result of the Vision 20/20 Strategic Planning Process in 2014, the Internship Workgroup was established as part of the Community Partnership Bold Goal team. Chaired by the Director of the Career Center, the group met from October 2015 through April 2016 and delivered the following recommendations:</p> <p>Create an interdisciplinary collaboration across the USFSP campus to promote internships as an integral part of learning process. Increase student success via experiential learning and the high impact practice of internships. Develop increased partnerships with external organizations as host sites for internship experiences. Build awareness of issues surrounding internships, and share resources/information to create better learning opportunities for students.</p> <p>Key outcomes as a result of their work has been the creation of Internship Coordinators within each of USFSP's 3 colleges. While collaboration is ongoing with the Career Center, students and faculty now have one staff member within their college to coordinate internships. The Internship Coordinator is also able to invest more time in cultivating and establishing relationships with external partners. Previously it was up to the student to find an internship opportunity, faculty sponsor, and to initiate the paperwork process for receiving credit with little to no support given to faculty regarding supervision. Internship coordinators are now proactively finding opportunities for students and facilitating the paperwork process for faculty resulting in an easier process and fewer barriers to entry.</p> <p>Summer and Fall 2019 incoming students will also benefit from the establishment of the Innovation Scholars Career Exploration Program. The Innovation Scholars Career Exploration Program provides unique job shadowing opportunities for incoming high-achieving first-year students at USF St. Petersburg by partnering them with companies and professionals in and around Downtown St. Petersburg and within the St. Petersburg Innovation District. This program will provide students an introduction to one or more industries or job fields as they shadow mentors and test career options to help solidify major choices and academic paths early in their university experience. Mentors are recruited from companies in a variety of sectors and businesses will predominantly be within walking or trolley distance from the USF St. Petersburg campus.</p> <p>The CCE continues to serve as campus liaison for The Washington Center in partnership with support provided by the Career Center/Internship Coordinators (26 students placed since 2009-10). Locally, CCE assists faculty with placements with government agencies, elected officials, and other community partners.</p> <p>During the 2009-10 academic year, there were a total of 669 for-credit internship opportunities (508 undergraduate, 161 graduate; 432 Education, 219 Arts & Sciences, 18 Business). During the 2017-18 academic year, there were a total of 825 for-credit internship opportunities (714 undergraduate, 111 graduate; 509 Education, 192 Arts & Sciences, 124 Business). Undergraduate internship numbers have shown significant growth thanks to the expansion of offerings within the Colleges of Business and Education. FTE (full time enrollment) have shown little change between 2009-10 (2,764 according to the 2001 Annual Report) and 2017-18 (2,778 cited above). This information obtained from OASIS using internship, field work, and practicum courses.</p>
Web Link (if available)	http://www.usfsp.edu/career-center/innovation-scholars/

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Curricular Activity: 5.1 Study Abroad

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>Our 2010 application described study abroad by stating that “given current budget and staffing needs, study abroad is not an institutional priority at this time.” Today, the Office of Global Initiatives has a full-time staff member dedicated to Education Abroad which is offering 11 programs in 2018-19 (previous high was 8) with 111 students participating/committed to participating (previous high was 91). Many programs include not only cultural enrichment experiences but also intentional engagement with the community tied to the curriculum. Previous examples of international service learning courses include:</p> <p>Professor Karin Braunsberger’s “Social Entrepreneurship in Emerging Markets.” Students traveled to Guatemala nearly every spring break helping local women’s weaving cooperatives develop marketing plans and identify business opportunities. Dr. Braunsberger stated “I think this course challenges students to think outside the box and become more creative as they have to find low-cost solutions to the problems the co-ops are experiencing.”</p> <p>Dr. Judithanne Scourfield McLauchlan partnered with the Free International University of Moldova (ULIM) on a seminar about the history, government, and politics of Moldova (also traveling over spring break). The course was distinctive in its level of integration of U.S. students with colleagues in Moldova. Students collectively met with leaders of NGOs strengthening civil society and also learned from agency staff who address questions about social issues, policy, and social justice in Moldova. Students volunteered together at orphanages and at a domestic violence shelter.</p> <p>A sample of the 2018-19 Study Abroad offerings:</p> <p>Two courses provide curriculum in Chinese History, Culture, and Politics at exchange partners Weifang University (Honors Program) and the Weihai campus of Beijing Jiaotong University (Chancellor’s Leadership Council). Professors Thomas Smith and Caryn Nesmith lecture on Chinese history, culture, and current events along with cultural excursions and interactions with Chinese university students.</p> <p>Professor Kathleen Gibson-Dee leads an immersive and experiential learning trip to Grand Cayman with host University College of Cayman Islands. Students study the interconnectedness of education and the culture of a society while meeting with local students, faculty members, local business and political leaders, and also have nature-centric excursions that frame an understanding of how society and the natural environment can be mutually sustaining.</p> <p>Dean Sridhar Sundaram heads up Leading Global Teams, a graduate offering in Malaysia and Singapore. Students learn skills in team leading and operating effectively in a team environment, how to operate across cultures, assessing the performance of an organization, and in developing recommendations along with presenting those recommendations effectively.</p> <p>Additionally, USFSP professor and former dean (College of Arts & Sciences) Dr. Frank Biafora led a partnership with Vinh University in Vietnam offered in Summer 2018 where students were provided with a deep cultural immersion by being paired with Vietnamese students for three weeks across the country. Curriculum focused on the Vietnam conflict and recent political, economic, and diplomatic normalization.</p>
Web Link (if available)	https://www.usfsp.edu/kate-tiedemann-college-of-business/portfolio-item/karin-braunsberger/

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	https://www.usfsp.edu/home/2015/11/20/usfsp-faculty-among-recognized-at-usf-world-global-achievement/ http://www.usfsp.edu/education-abroad/ https://www.usfsp.edu/kate-tiedemann-college-of-business/portfolio-item/karin-braunsberger/ https://www.usfsp.edu/home/2018/08/09/education-abroad-in-vietnam-provides-students-deep-cultural-immersion/
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Curricular Activity: 6.1 Alternative Break tied to a course

Is Community Engagement integrated into this area?	No
What has changed since the last classification?	
Web Link (if available)	

Curricular Activity: 7.1 Other. (Please specify in the "What has changed..." text box to the right.)

Is Community Engagement integrated into this area?	No
What has changed since the last classification?	
Web Link (if available)	

2.1.

For each curriculum area listed below, indicate whether or not community engagement been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available.

Curriculum: 2.1 Core Course

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>What would be described as Core Courses are covered in the General Education section as the terminology used at USFSP is that of General Education requirements. In 2013, the State of Florida mandated a change to General Education which led to the USFSP General Education developing a new curriculum plan (implemented Fall 2015), philosophy, and student learning outcomes. Five areas appeared in General Education: communications, mathematics, humanities, natural sciences, and social sciences. From the 2013 USFSP General Education Philosophy:</p> <p>The courses in our General Education Program provide students with a broad liberal arts education that exposes them to an array of disciplines and perspectives that are both inside or outside of their major. Additionally, this multidisciplinary curriculum offers faculty members with the opportunity to engage with students from a variety of majors and expose them to their discipline's subjects, concepts, approaches, and ethical considerations. Furthermore, General Education courses are meant to develop and/or hone students' intellectual dispositions, quantitative and qualitative proficiency, reading literacy, analytical reasoning, and communication skills.</p> <p>During the 2017-18 academic year, 11 courses that qualified for the Citizen Scholar designation were also General Education required courses. One of these courses is POS 2041, American National Government, which is an engaging and robust course that prepares students to be active citizens. Through class discussion and simulations, students have many opportunities to strengthen their written and oral communication skills and fairly consider the perspectives of others. The nature of the content of this course lends itself to a discussion of contemporary political issues from diverse points of view. The topics covered in American National Government require debate and discussion related significant ethical issues (e.g., campaign finance reform, capital punishment, reproductive rights) from diverse cultural perspectives (e.g., when discussing immigration reform, affirmative action, US foreign policy).</p> <p>Additionally, the legislature (2017) extended the civic literacy requirement to Florida colleges and universities, mandating that, beginning in the 2018-2019 academic year, entering students must demonstrate competency in civic literacy (see Florida Statute 1007.25). One way students are able to meet this requirement is through POS 2041.</p>
Web Link (if available)	<p>http://www.usfsp.edu/coas/files/2017/11/General-Education-Core-Course-Assessment-Guide-Update-8-14-17.pdf</p> <p>http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1007.25&URL=1000-1099/1007/Sections/1007.25.html</p>

Curriculum: 3.1 General Education

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>As part of the consolidation process, USF is mandated to seek one accreditation from SACSCOC by July 2020. Part of that single accreditation is the requirement of one consolidated General Education for the USF System. In 2018, USF Tampa had undergone a Gen Ed enhancement. A consolidated Gen Ed committee voted to accept Tampa's Gen Ed enhancement as the consolidated Gen Ed, with the expectation that it would maintain some individual campus identity.</p> <p>The new Enhanced General Education that will be adopted post-consolidation specifically addresses Ethical Reasoning and Civic Engagement (ERCE). Students will take a three credit course in Ethical Reasoning and Civic Engagement (ERCE). Courses in this tier of the Enhanced General Education at USF should center on student engagement with global and national problems with relevance to the Tampa Bay area with national and global significance as defined by the UN Sustainable Development Goals. The fundamental goal is to help prepare students for their public lives as citizens, members of communities, and professionals in society. Among the basic requirements are for students to demonstrate an understanding of their own values, an ability to articulate those values, and express their reasoning as to why they hold these values. Students will also demonstrate awareness of – and respect for – competing values. Moreover, students will express their values in action within our communities in a process of positive civic engagement.</p> <p>Each ERCE course should be interdisciplinary. Interdisciplinary courses are characterized as follows: "of or pertaining to two or more disciplines or branches of learning" (OED), as determined by the GEC, whether through their assessment of expressed course design or instruction by two or more faculty. The General Education Council recommends that each course in the ERCE involve a substantial portion (20% or more) of class time engaged with problems in the Tampa Bay area. It is also recommended that each course in the ERCE be certified for the Global Citizens Project (USF's ongoing QEP).</p> <p>As with courses in the Intellectual & Practical Skills tier, courses certifying as ERCE must include the following standardized student learning outcomes:</p> <p>Students will be able to evaluate the impact of individual choices on local and global communities.</p> <p>Students will be able to communicate ideas and information to diverse audiences.</p> <p>ERCE Indicators of Achievement (must choose three)</p> <p>Students will demonstrate the capacity to collect data within and apply explanatory and predictive models to local communities.</p> <p>Students will connect and extend knowledge (facts, theories, etc.) from their own academic fields of study to civic engagement and their own participation in civic life, politics, and government.</p> <p>Students will demonstrate the ability to comprehend, express, and adapt to ideas based on others' perspectives.</p> <p>Students will work across and within community contexts to achieve a civic aim.</p> <p>Students will independently and accurately apply ethical perspectives and concepts to ethical questions or civic projects as appropriate and demonstrate the ability to consider the full implications of this application.</p> <p>Students will demonstrate an ability to recognize ethical and professional responsibilities</p>
Web Link (if available)	<p>https://www.usf.edu/undergrad/general-education-council/gened-revision/proposed-program.aspx</p> <p>https://www.usf.edu/system/documents/system-consolidation/meeting-notes/sgt_10.2.18_notes.pdf</p>

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<https://www.usf.edu/system/board-of-trustees/system-consolidation/>

http://testsite.usf.edu/system/documents/system-consolidation/referential_guiding_documents/usf-task-force-subcommittee-recommendations-final-all.pdf

Curriculum: 4.1 First Year Experience Courses

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>In the spring of 2015, the USFSP Strategic Plan endorsed the strategy to create a signature First-Year Experience program for freshmen students to anchor them at USFSP and improve engagement, retention, and time to graduation. The implementation committee determined that USFSP should launch the FYE program for FTIC freshmen admitted for the summer B terms, and FTIC freshmen admitted for fall terms. The FYE elements developed by the implementation committee included a peer coaching/mentoring program, faculty connection opportunities, workshops supporting academic, career, financial literacy, and co-curricular engagement, and expanded co-curricular programming to introduce students to campus traditions and engage them in campus life.</p> <p>The FYE curricular component is delivered through the College of Education using faculty and staff from across the university. University Success is a 3 credit course for new students and includes the following service component:</p> <p>Service Learning The National Service Learning Clearinghouse defines service learning as a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. As part of this class, students will be required to volunteer two to five hours at a local organization and submit a one or more page reflection that includes the when, where, and with whom, mission of the organization, details about your experience, and why community engagement is important. Students may seek out their own organization to be approved by the instructor and/or attend the Civic Engagement Fair at the beginning of the term to connect with a local group in need. You may work in groups on this assignment or the class may opt to work as a whole.</p> <p>The introduction of the University Success course accompanied the development of Compass and their First-Year Experience programming dedicated to improving students' retention, persistence and supporting student success. Major accomplishments include:</p> <p>Fall-to-Fall FTIC retention increase. Engagement in a Compass program and/or service increase. Creation and development of a dedicated programming team. Increased participation in Signature Events (First-Year & Family Breakfast, First Year Convocation). Creation and development of a yearly speaker series.</p> <p>Compass recently expanded its focus from First-Year Experience, to a broader view of student access and transitions into higher education, as well as increased student engagement, persistence and progression. The recently expanded Compass Student Experience Office works to support students through their transition into the USFSP community to ensure they develop and maintain personal and academic goals. The department brings together people, programs and resources to provide students with an exceptional experience on campus in order to create the foundation of their success, and anchor them at the university. The Compass Student Experience Office provides services that are integral to the onboarding and retention of students, and the resolution of issues that jeopardize their success.</p>
Web Link (if available)	

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Curriculum: 5.1 Capstone (Senior Level Project)

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>As of the previous application (2009-10), there were only two programs that had a capstone curricular requirement (Mass Communication with Journalism and Media Studies Concentration and majors within the College of Education).</p> <p>As of the current academic year (2018-19), the following majors/programs include a capstone curricular requirement: Anthropology, Biology, Geospatial Analysis & Geography, Health Sciences, Mass Communication with Journalism and Media Studies Concentration, World Languages and Cultures, and Education. Of these, 3 have an explicit community engagement integration: Education, Health Sciences, and Biology. Education continues to incorporate internships/accompanying seminars as their capstone/Senior coursework. The Health Sciences program introduces two internships, one that is business-centered and one that is health science-centered.</p> <p>A highlight since the last classification is the introduction of the Biology major and internship/capstone integration:</p> <p>The Biology program began in Fall 2012, and it quickly became the largest major in the College of Arts and Sciences at USFSP. The number of students enrolled varies between 750-850. One of the most attractive features of the program for students is the capstone requirement. All Biology students are required to complete at least one of the following: an undergraduate research project, an internship, or the senior seminar. Many students choose to complete both a research project and an internship. Our internship option is extremely popular with our students, particularly those in the biomedical sciences and marine concentrations. When we designed the program, we wanted to provide many opportunities for our students to gain experiences that could help them to decide on career paths, and that would provide skills that would help them to be competitive, in graduate or professional schools, or in future jobs. We recommend that students seek internships once they've completed their core requirements, so that they are well-prepared for their internship experience. Faculty members in our department serve as on campus mentors, helping to match students to internship opportunities based on academic and career interests. Over the years, we've developed many community partners, and now have a broad variety of internship opportunities within the Tampa Bay community, many of them within the local St. Petersburg community. Our students work in local hospitals, they shadow practitioners in many medical fields, and they work in biomedical and environmental research laboratories. Students gain experience doing field work, they learn modern lab techniques and protocols, and they get to contribute to original research with our partner agencies. Our students benefit personally and professionally from these opportunities. Many of our students gain important mentoring from their internship sponsor, and they have used this capstone requirement to help them to chose their career goals, to find jobs, or be more competitive when they apply to graduate programs.</p>
Web Link (if available)	<p>https://www.usfsp.edu/catalog/files/2019/03/FINAL-Catalog-2018-2019-w-updates-as-of-3-2019.pdf</p> <p>https://www.usfsp.edu/bs-biology/</p>

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Curriculum: 6.1 In the Majors

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>Previously, we reported that of the majors/programs on campus, 12 of 27 (44%) included Citizen Scholar designated courses as part of their required coursework. For the 2017-18 year, 21 of 26 (81%) majors/programs include Citizen Scholar designated courses as part of their required coursework. When the definition is expanded to include courses that can be used as electives towards a major, 25 of 26 (96%) majors/programs qualify with Affiliated Economics (ECO) being the only major that did not include Citizen Scholar coursework though there have been qualifying courses in previous years. As the CCE engages in planning for faculty workshops, an approved 2019-20 Faculty Learning Community, and assisting with the 2020 Bay to Bay Learning Symposium slated to focus on civic & community engagement, efforts to re-establish courses within this major and to expand offerings in other majors with limited offerings will be undertaken.</p> <p>In addition to Citizen Scholar courses, internships, practicums, and field work experiences help to incorporate community engagement and service/experiential learning opportunities within majors. The Kate Tiedemann College of Business has witnessed dramatic growth in such opportunities, registering 18 such experiences in 2009-10 compared to 124 in 2017-18. Likewise, the introduction of the Biology major and internship/capstone requirements as specified previously has been a particular highlight since our last application. While not a new development, higher numbers of internship credits within the College of Education (from 432 to 509) have helped to offset decreases with the College of Arts and Sciences and also within Graduate programs (due largely to changes in program offerings).</p> <p>Above course information calculated by analyzing information in OASIS (Online Access Student Information System).</p> <p>The College of Education is also able to claim another significant step forward in the field of experiential learning with the opening of its new STEM INQ Lab (October 2018). The lab features multidisciplinary tools, including a plethora of 3D printers in addition to a state-of-the-art laser printer, VEX IQ and First Lego Robots, AutoCAD and virtual and augmented reality. Dr. Allyson Watson (Dean, College of Education) stated that “future teachers, future counselors and leaders from throughout education can come here to gain new insight on how STEM can be integrated into every part of the curriculum.” In addition to benefiting USFSP students and faculty, it will also be available for use in USFSP’s many K-12 education partnerships including during a robotics camp held annually beginning in Summer 2018.</p>
Web Link (if available)	

Curriculum: 7.1 In Minors

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>USFSP currently offers 28 minors with most being scaled down offerings of major offerings. While some minors are structured with mandatory courses, many are flexible in part or in total and can include a variety of upper-level offerings. Of the 28, 24 minors include Citizen Scholar designated courses that may be taken toward fulfilling program requirements (as of the 2017-18 academic year). Programs that did not have qualifying courses included Chemistry, History, Affiliated Economics, and Business Economics. As stated above, CCE planning on future programming and faculty outreach will look to re-establish offerings in these sections (or establish them in the case of Chemistry).</p> <p>One minor program of particular interest is the Leadership Studies minor detailed above (Leadership Studies Courses).</p>
Web Link (if available)	

Curriculum: 8.1 Graduate Studies

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>Graduate curriculum development is aligned with the stated goals of Vision 20/20, particularly that of “Commitment to Community.”</p> <p>In addition to measuring sufficient student demand, the internal vetting process also takes into account local and regional employment demand for the skills students will have acquired upon degree completion. There are numerous examples of new/revised curriculum developed in response to the needs of the community. The Master’s of Science in Conservation Biology program was reviewed for implementation in Spring 2016 with Spring 2019 seeing its first graduates. To develop the proposal, a Community Advisory Board was created by the Department of Biological Sciences. Initial membership consisted of professionals working with the three main environmental agencies in close proximity to USFSP: FWC (Florida Fish and Wildlife Conservation Commission), USGS (U.S. Geological Survey), and NOAA (National Oceanic and Atmospheric Administration). The board’s primary mission was to support the outcome of providing workforce skills needed to conserve and manage Florida’s natural resources which will benefit graduates and agencies alike. Program justification included a national shortage of biologists with the necessary training, starting salaries, concerns regarding natural resources in the face of continued population growth and development, connection between USFSP faculty expertise and immediate environmental needs, and survey results indicating significant desire of USFSP undergraduate biology majors (largest undergraduate population) to continue on in a graduate program in conservation biology.</p> <p>Elsewhere, graduate students who select a non-thesis track are expected to enroll in an applied research project. Projects may consist of a: substantive website, curriculum, or program design; substantive e-portfolio; substantive article for a trade publication; or a creative/artistic work/exhibition. These projects often support community initiatives, environmental awareness, and USFSP’s commitment to diversity. An example being a “how to” guide for local municipalities to set up a Domestic Partner Registry for committed but unmarried couples in order to provide legal recognition & protection in event of death, incapacitation, or hospitalization of a partner. Created by a Master’s of Liberal Arts student, she and her work were instrumental in establishing such a registry in nearby Gulfport.</p> <p>Service learning and practical applications are found in standard curriculum as well as internships and capstone projects. Journalism and Media Studies graduate students operate a working newsroom (“Neighborhood News Bureau”) in Midtown St. Petersburg, an historic African-American community, and share the compelling stories and rich history of Midtown residents by conducting interviews and walking the neighborhood. MBA and Master’s of Accountancy students contributed 803 total hours in Spring 2016 through the IRS VITA Tax internship. Working directly with qualifying individuals in the community, free tax preparation services were provided throughout Pinellas County with all students volunteering beyond the required hours. Our largest graduate program (MBA) employs personnel in its MBA Career Management Office to assist current students and alumni with resume review, networking strategies and searching for internship and job opportunities. Other examples included required Education practicums inside classrooms of local public schools and the Infant-Family Mental Health certificate program (Dr. James McHale).</p>
Web Link (if available)	<p>https://www.usfsp.edu/home/2019/04/01/as-tax-day-nears-accounting-students-offer-free-tax-prep-to-pinellas-county-residents/</p> <p>https://www.usfsp.edu/infant-family-mental-health/about-the-ifmh-graduate-certificate/</p>

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Curriculum: 9.1 Other. (Please specify in the "What has changed..." text box to the right.)

Is Community Engagement integrated into this area?	No
What has changed since the last classification?	
Web Link (if available)	

2.2.

Provide a summary narrative describing overall changes and trends that have taken place related to curricular engagement on campus since the last classification. In your narrative, address the trajectory of curricular engagement on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links.

Regarding curricular engagement as measured by Citizen Scholar (CS) courses, the numbers can be interpreted as steady to improved since our last application. The overall number of CS courses is down by 4 but shows a slight increase in percentage terms and is mirrored by a similar uptick in number of students enrolled in CS courses. Positives on this front include the dispersal of CS courses across more departments/majors, with all but Affiliated Economics having at least one CS course measured by electives and only 5 majors lacking CS courses as a requirement in 2017-18. When added to the sharp increase in number of participating faculty and the rise in for-credit internship opportunities, this demonstrates that integration of community engagement and experiential learning within curriculum has improved. The goal remains to have CS courses represented in every discipline which, if evaluated over a multi-year basis, has been achieved. Bolstering numbers in each major & minor while ensuring annual representation is the next natural step and will be aided by plans already in place for 2019-20 (CCE's Faculty Learning Community on "Civic Engagement Across the Curriculum" and the Bay to Bay Learning Symposium centered on civic and community engagement).

Obtaining the ability in 2017-18 to identify and code courses in OASIS for students to identify Citizen Scholar courses was a major step towards the implementation of a Citizen Scholar transcript designation. This was identified as a long-term goal in the previous application and there was anticipation that by this application the implementation process would have been completed as program criteria had been developed and details down to the color of cord awarded for commencement were decided. The USF consolidation process halted progress on this front as approval cannot be granted for a new campus level program that would not be available system wide. This leaves open possibility of a system wide initiative or a campus specific program short of a transcript designation. Clarity on this matter will be aided by final outcome as to whether or not USFSP is organized as a branch campus or instructional site for accreditation purposes.

Consolidation also presents other challenges in academic matters as curriculum changes and updates are on hold as planning continues. Short-term curricular engagement goals mentioned above are centered on areas that can be impacted

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and improved regardless of speed and direction of consolidation. However, raised standards on retention and academic progress (mandated by need to maintain USF's preeminent status as determined by legislative metrics along with goal of receiving additional performance based funding) have led to increased efforts to provide internships and experiential opportunities to all students (freshman level and above) and throughout campus. Conversations among departments, including the CCE, are ongoing and planning sessions are scheduled for this summer. Productive and collaborative discussions are also ongoing between USFSP's CCE and USF Tampa's Office of Community Engagement and Partnerships and we look forward to being able to partner with them more closely during and post consolidation.

B. Co-Curricular Engagement

Co-curricular Engagement describes structured learning that happens outside the formal academic curriculum through trainings, workshops, and experiential learning opportunities. Co-curricular Engagement requires **structured reflection** and **connection to academic knowledge** in the context of **reciprocal, asset-based community partnerships**.

Co-Curricular Engagement	Selected	Description
Social Innovation/entrepreneurship	Yes	<p>Within the newly constructed Lynn Pippenger Hall (opened January 2017) is the new Entrepreneurship Suite which includes a student incubator space and faculty offices to facilitate and enhance engagement between students, faculty, and the local entrepreneurial ecosystem (City of St. Petersburg Greenhouse, Tampa Bay Innovation Center, Station House, One Million Cups, etc.).</p> <p>The KTCOB (Kate Tiedemann College of Business) Entrepreneurship Club actively participates in pitch competitions and organization members have also attended the CEO Conference and the Annual Conference of the Creative Problem Solving Institute. KTCOB has supported the participation of over 50 students at various conferences since 2013. Other student organizations recommended for entrepreneurship majors include Delta Sigma Pi and the Management Club.</p> <p>Starting in 2018, USFSP, Tech Data, and Gehant and Associates collaborated to offer the Exploratory Labs Boot Camp (Ex Labs). Offered during Spring semester, students are exposed to the latest trends and strategies in the technology industry (advanced training provided by Cisco) and engage with industry mentors from Tech Data and develop valuable skills in problem solving, leadership, diversity and inclusion, networking, data analytics, and more.</p> <p>The mission of KTCOB is to prepare our graduates to be effective in their future management and leadership roles in a global environment. We strive for quality education, meaningful research, ethical awareness, intellectual and cultural diversity, and practical service to the community with a focus on sustainability and innovation in a stimulating environment.</p> <p>Starting in 2016, the OPEN Partnership Network has been a host to the Et Cultura Festival. The festival is billed as a multi-day festival inviting national/international innovators, future thinkers, musicians, filmmakers, and artists to exchange ideas, collaborate, and showcase their work alongside local artists and community leaders in a signature event hosted in Saint Petersburg. Through their Aresty Speaker Series and additional programming, OPEN has put forth events such as a community discussion on "Bitcoin, Blockchain and the Future of Finance" (hosted in partnership with KTCOB).</p>

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		<p>Student organization The Food Recovery Club is hosting the 2019 Tampa Bay Regional Food Recovery Summit on April 20 at the University Student Center. The event is designed to be a regional dialogue to provoke conversation about food waste and recovery methods by discussing ways to reduce food waste in homes, businesses, and schools and allow for the community to collaborate and implement action on food waste issues with the support of food industries and experts.</p> <p>USFSP faculty and students along with engaged community members formed the nonprofit organization Welgnite to support those interested in social innovation and enhancing social welfare and environmental health. They provide support and resources to new organizations and help fundraise and spread awareness for nonprofit startups developed by USFSP students.</p> <p>Other student organizations providing co-curricular opportunities include Beta Alpha Psi, Beta Gamma Sigma, B.O.S.S. (Business Opportunities for Student Success), Delta Sigma Pi, the Graduate Business Association, the Investment Club of USFSP, the Management Club, and the Professional Sales Club.</p> <p>http://www.usfsp.edu/exlabs/ https://www.usfsp.edu/home/2018/04/06/ex-labs-boot-camp-provides-unique-and-empowering-training/</p>
Community service projects - outside of the campus	Yes	<p>The main service opportunity organized on a campus-wide scale has traditionally been involved with MLK Day of Service hosted by the Center for Civic Engagement, Compass, and/or the Office of Multicultural Affairs. Starting in 2019, efforts are being undertaken to coordinate with USF Tampa's Stampede of Service held during the same weekend. In 2019, USFSP students attended programming and service projects coordinated through Tampa with future planning set to incorporate programming and service locations in St. Petersburg and Pinellas County.</p> <p>Outside of the above efforts and service tied to courses and curriculum, a variety of student organizations contribute service to benefit St. Petersburg and the surrounding area.</p> <p>Beach cleanups are commonly held both on-campus (referenced below) and off-campus. The Student Environmental Awareness Society has coordinated cleanups at locations along Tampa Bay in St. Petersburg (Lassing Park, Coffee Pot Bayou, Clam Bayou, etc.) by students both on foot or using kayaks & canoes. Community partner Keep Pinellas Beautiful also advertises their beach cleanup efforts on campus via student volunteers.</p> <p>The Pre-Med Club created the Pre-Med Pal program which places members into volunteer roles at All Children's Hospital.</p> <p>Starting in 2018, the Graduate Business Association (GBA) has partnered with local organization Project Prosper to teach financial literacy courses to Syrian refugees. GBA students have led courses that include credit, budgeting, and home buying and are designing/writing a new course curriculum focused on entrepreneurship and business planning.</p> <p>https://crowststpete.com/2015/01/07/students-help-as-hospital-volunteers/ https://www.facebook.com/events/843645032352845/ https://open.usfsp.edu/guide/st-pete-beach-cleanup/ https://www.usfsp.edu/kate-tiedemann-college-of-business/2019/04/10/ktcob-graduate-students-teach-financial-literacy-courses-to-refugees-with-project-prosper/?fbclid=Iw</p>

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<p>Community service projects - within the campus</p>	<p>Yes</p>	<p>AR2qVOYgN1lpvkUQ824Ow18QUMR8F9I1lpt2DawfCYvDxC3XB9zRnH2hifw</p> <p>Approximately 170 students joined an effort to donate unused meal plan dollars in December, 2017 to CASA (Community Action Stops Abuse) to buy food for those in need during the holiday season. More than \$29,000 was raised during the Bulls Bucks Drive and served as the largest single food donation received by CASA in their 40 years of operation. Working with university dining (Sodexo), the effort was facilitated by Student Government, the Food Recovery Club, and the OPEN Partnership Education Network. Additionally, the Food Recovery Club conducts regular collections on campus in the Reef (dining facility located within the University Student Center) held twice weekly which leads to almost 50 pounds per food each occurrence.</p> <p>The 2014 creation of a butterfly garden and certified wildlife habitat on campus has required cleanup and maintenance efforts; founding student organization The Garden Club has been joined by the Environmental Science and Sustainability Club, Student Environmental Awareness Society, Marine Adventurers, Anthropology Club, and Rocking Climbing Club.</p> <p>The Student Environmental Awareness Society has conducted beach cleanups throughout St. Petersburg including USFSP's own waterfront at Bayboro Harbor. Beta Alpha Psi's USFSP chapter has adopted a mile around campus to contribute to the environmental wellbeing of USFSP.</p>
<p>Alternative break - domestic</p>	<p>Yes</p>	<p>Un-BULL-ievable Spring Breaks were established in 2015 within the Office of Leadership and Student Organizations (LSO, Student Affairs) allowing students to get involved in community projects around the country. It is based around the Active Citizen Continuum Model, taking individuals from being mere members of society to active participants in their communities. "The whole idea is to research, learn about an issue, go and do the work and then come home and give back to our own communities," said Josh Miller, Master's candidate in Education and graduate assistant for LSO.</p> <p>Spring 2019 saw a record 4 trips completed including Crossville (TN), Immokalee (FL), Nashville (TN), and New Orleans (LA). The Crossville volunteers assisted with sustainably clearing a path for the Cumberland Trail that will extend from Cumberland Gap National Park to the Tennessee River Gorge in Chattanooga. In Nashville, volunteers partnered up with Project C.U.R.E. to organize medical equipment in cargo containers so that they could be provided to rural and community health centers. The students that attended the Immokalee, Florida trip worked with Habitat for Humanity to rebuild and improve homes for people of low income in order to fulfill their mission of eliminating poverty housing in Collier County. During the trip to New Orleans, students volunteered with Youth Rebuilding New Orleans (YRNO) to restore inhabitable houses so that they could be provided to local educators at a discounted price.</p> <p>Compass initiated programming in 2018-19 geared towards duplicating what is offered in their First Year Experience for sophomore students. This coincided with efforts within LSO to offer a Sophomore Summit and culminated in Compass staff/students leading the Immokalee alternative break trip for Sophomores.</p> <p>Since expanding to include full-time staff, the CCE assists by providing a staff adviser and is exploring options to lead a trip in 2020.</p> <p>In Spring 2018, students had three options for where they could travel and volunteer in local community service: Norway, South Carolina cleaning an uninhabitable auditorium that was vacant for 24 years to provide a space for a community center, and helping improve the town's water system; Kissimmee, Florida, working with children at Give Kids</p>

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		<p>the World Village, a nonprofit vacation village for children with terminally ill diseases; and New Orleans, Louisiana, collaborating once more with YRNO to rebuild homes.</p> <p>https://www.usfsp.edu/home/2018/04/03/students-and-communities-deeply-impacted-by-un-bull-ievable-spring-break-trips/</p> <p>http://www.usfsp.edu/studentlife/leadership/#toggle-id-9</p>
Alternative break - international	No	
Student leadership	Yes	<p>The Office of Leadership and Student Organizations coordinates Leadership Programs to students that include the Disney Leadership Series, Emerging Leaders Retreat, Miracle Dance Marathon, The Rocky's (awards to recognize excellence in student leadership), Student Leadership Luncheons, and Un-BULL-ievable Spring Breaks.</p> <p>The Disney Leadership Series is a leadership development program and external training arm of The Walt Disney Company. The company showcases "Leadership Excellence" through a training program conducted only at a Walt Disney World Park. Their belief is that every leader has the opportunity to serve as a role model for future generations and that the way you lead tells a story about your values and creates a leadership legacy. Thanks to USFSP's proximity to Disney, this is offered as a day trip annually.</p> <p>Emerging Leaders is a leadership development program which enables upcoming leaders in the University to participate in problem-solving, team building, networking with peers, and gaining a better understanding of what strengths an individual has to offer. The program is an overnight retreat off campus. Students participate in low and high ropes courses as well as other activities to develop the skills listed above and more.</p> <p>Miracle Dance Marathon is a nationwide movement involving college and high school students at more than 250 schools across the country, all raising money for the Children's Miracle Network Hospital in their community. These students spend a year learning invaluable leadership and life skills while raising funds and interacting with children's hospital patients and families. The year culminates with a 8-40 hour long event where the students stay on their feet through dancing, games and entertainment in celebration of the total amount raised that year.</p> <p>The Rocky's: (Office of Leadership and Student Organizations) Awards Ceremony which recognizes outstanding leaders, programs, and events at the University of South Florida St. Petersburg. Awards are presented towards the end of each spring semester at a banquet to recognize nominees and winners publicly. Some awards include Emerging Student Leader Award, Freshman/Sophomore/Junior/Senior Student of the Year, Leadership Legacy, and Civic Engagement Leadership awards for both individuals and student organizations.</p> <p>The Student Leadership Luncheon is a professional development opportunity for student leaders on campus to be recognized and network with other student leaders, administrators, faculty, and staff at USFSP.</p> <p>In addition to managing the Leadership Studies minor, the Bishop Center for Ethical Leadership also houses the Ethics Bowl program which competes in regional and national Ethics Bowl competitions along with the International Business Ethics Case Competition.</p> <p>http://www.usfsp.edu/studentlife/leadership/#toggle-id-8-closed https://www.usfsp.edu/bishop/ethics-bowl/</p>

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Student internships	Yes	<p>Co-curricular internships not for academic credit are coordinated through the Career Center. Each Fall & Spring semesters, they offer a Career Fair with both employment opportunities as well as internship opportunities available through attending employers and organizations. Internship opportunities throughout the year are posted to Handshake, USFSP's web platform where on- and off-campus employers can post paid and unpaid opportunities. Information sessions are held for individual employers/opportunities. Staffing includes 3 full-time employees and 3 student assistants.</p> <p>The Center for Civic Engagement manages the Service Opportunity portal of PeteSync, USFSP's student engagement platform. While the majority of postings here are for volunteer opportunities or specific events/service opportunities, these community partners do also recruit for interns at the Fall/Spring Civic Engagement Fairs.</p> <p>Mission, Vision, and Motto of Career Center:</p> <p>MISSION: Educate and empower students to identify career goals and excel in their professional aspirations through exploration, engagement, and customized career planning.</p> <p>VISION: By actively engaging with the Career Center, USF St. Petersburg students will become impactful global citizens. Career Center staff will be known as knowledgeable educators who are collaborative, compassionate, superiorly skilled, and supportive. The USFSP Career Center serves as the catalyst for innovative connections that inspire students, employers, faculty, alumni, and community members to create meaningful partnerships that impact our world.</p> <p>MOTTO: Explore. Engage. Excel. These three words break down the Career Exploration and Job/Internship Search processes into manageable steps. Then, we provide tools and guidance to help you choose the right path.</p> <p>http://www.usfsp.edu/career-center/</p>
Work-study placements	Yes	<p>Federal Work Study (and all student employment) opportunities are coordinated by a workgroup of members from the Office of Financial Aid, Career Center, and Human Resources. Departments and offices throughout campus post opportunities to Handshake and participate in a campus-wide Interview Day held at the beginning of Fall Semester. Recent offerings posted to Handshake included positions within the Bishop Center, Career Center, Center for Civic Engagement, Compass, Dean of Students (Student Ambassador Program), Global Initiatives, Kate Tiedemann College of Business, Office of Leadership and Student Organizations, Nelson Poynter Memorial Library, Office of Multicultural Affairs, Office of Orientation, and Student Life & Engagement.</p> <p>Work-study opportunities are also available through the Department of Veterans Affairs (VA) to those eligible students receiving VA Education Benefits. The USFSP Military and Veterans Success Center assists students with these and all other benefits available to Veterans, active-duty military, national guardsmen, reservists, and eligible dependents.</p> <p>https://www.usf.edu/student-affairs/veterans/career-prep/work-study.aspx http://www.usfsp.edu/military-and-veterans-success-center/</p>
Opportunities to meet with employers who	Yes	<p>The USFSP Kate Tiedemann College of Business (KTCOB) has been regularly ranked in the global top 100 schools for integrating issues of social and environmental stewardship into the MBA program by the Aspen Institute's Beyond Grey Pinstripes research survey.</p>

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<p>demonstrate Corporate Social Responsibility</p>		<p>While integrated in curriculum via the Corporate Social Responsibility focus track, co-curricular opportunities exist as well.</p> <p>Speakers and roundtables are brought to KTCOB by such efforts as the Women and Leadership Initiative (e.g. Women in Global Business), the Sunny Side Up speaker series (in conjunction with the Downtown Partnership of St. Petersburg) and the Featured Leader speaker series (most recently held in Fall/November 2018 with Embarc Collective CEO Lakshmi Shenoy).</p> <p>Spring 2019 saw the beginning of the KTCOB's Women and Leadership Initiative Mentoring Program which will pair C-suite and VP-level industry partners with MBA students.</p> <p>https://stpetecatalyst.com/meet-influential-st-pete-leaders-who-put-their-values-into-action/?fbclid=IwAR30KTuNUiDVIk45syixLi-MPRaZD09KsSPNaQdKXnsbwUXDqavqr10y0Ww</p> <p>https://www.usfsp.edu/kate-tiedemann-college-of-business/2018/11/20/embarc-collective-ceo-lakshmi-shenoy-shares-insights-at-fall-featured-leader/</p>
<p>Living-learning communities/residence hall/floor</p>	<p>Yes</p>	<p>Initiated in 2014 with the introduction of the BioLife Living Learning Communities (LLCs), there are currently four LLCs offered at USFSP: BioLife, Leadership, Living Green, and Puppy Love: Southeastern Guide Dogs. Each of these LLCs integrates civic and community engagement.</p> <p>BioLife: Bringing biology to life outside the classroom</p> <p>The BioLife Living-Learning Community offers residents the opportunity to live and learn together about the interdisciplinary nature of biology, work with biology professors on research projects, participate in civic engagement activities with biology focus and explore potential career opportunities. Housing Location: University Student Center Sponsoring Department: Biological Sciences Class Year Availability: 1st Year Students Community Courses: Biological Diversity lecture/lab, College Algebra</p> <p>Leadership: Knowledge you'll use. A community you'll love.</p> <p>Leadership House shows students how to tap into their own leadership potential and creates practical experiences for them to sharpen those abilities. As part of LDR 2010, students deliver presentations on significant campus and community projects, meet and learn from important leaders, and attend activities such as a ropes challenge course designed to reinforce concepts learned in the classroom.</p> <p>Housing Location: University Student Center Sponsoring Department: Bishop Center Class Year Availability: 1st Year Students Community Courses: Leadership Fundamentals</p> <p>Living Green: A community living green for a better tomorrow</p> <p>In the classroom, the lab, on campus and beyond the Living Green Living-Learning Community provides a multidisciplinary introduction to environmental science, policy and sustainability. The linked courses focus on an overall theme of sustainability and environmental science. As a cohort, members of this community will learn and live</p>

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		<p>together, taking courses that use different modalities (lecture, lab, online) and leveraging opportunities for civic and community engagement in St. Petersburg.</p> <p>Housing Location: University Student Center Sponsoring Department: Environmental Science and Policy Class Year Availability: 1st year Students Community Courses: Introduction to Environmental Science and Introduction to Environmental Policy</p> <p>Puppy Love: Southeastern Guide Dogs: Raise a future guide dog for the blind</p> <p>Spend a residential year at USFSP helping to raise a future guide dog for the blind. Students can become certified puppy raisers through Southeastern Guide Dogs, or room with and assist a student puppy raiser, or be an active puppy sitter and member of the USFSP Puppy Raiser Club.</p> <p>Housing Location: Residence Hall One Sponsoring Department: Journalism and Digital Communication and Southeastern Guide Dogs Class Year Availability: 1st year Students, limited opportunities for returning students Community Course: Mass Communication and Society</p> <p>http://www.usfsp.edu/housing/llc/</p>
Student teaching assistants	Yes	<p>Previously, we indicated that there are not services or opportunities available to student teaching assistants specifically for community engagement. Having a limited presence of graduate programs (currently 114 full-time graduate students), student teaching assistants are not commonly associated with courses at USFSP. With that said, we have been able to identify Citizen Scholar courses offered by faculty who are aided by student teaching assistants. We are not able to confirm if this is the case each and every semester (largely the case for Summer semesters) and the number of such courses is relatively low.</p>
Athletics	Yes	<p>Intercollegiate athletics at USFSP is limited to housing USF's co-ed Sailing team. Intramural athletics are offered through Campus Recreation who offer a number of programs available to the community. Access to Campus Recreation facilities is open to the public (albeit at a higher rate than for USFSP students, faculty, and staff) as are instruction courses in First Aid/CPR, lifeguard certification, sailing, and swimming. During fall semester, Campus Recreation put forth "Get Outside Week" which included a mural bike tour of St. Petersburg and culminated in a beach cleanup that collected over 320 pounds of trash.</p> <p>The USFSP Basketball Club partnered with CASA (Community Action Stops Abuse) to host a fundraising basketball tournament (USFSP Purple and Teal Basketball Fundraiser) with the purpose to call action to the young men and women in the community to take a stand against sexual assault and domestic violence.</p> <p>https://www.casa-stpete.org/event/usfsp-purple-teal-basketball-fundraiser/</p>
Greek Life	Yes	<p>At this point, Greek Life is not offered at USFSP. However, as consolidation moves forward, USFSP students will in 2019-20 be eligible to rush houses located at the Tampa campus. Detailed planning beyond 2019-20 is not yet complete but will likely include either active recruitment by fraternities and sororities at USFSP or organizations having a physical presence at USFSP in some form.</p>
Other (please	No	

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specify)		
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B.2. Indicate whether students have access to a co-curricular engagement tracking system that can serve as a co-curricular transcript or record of community engagement, and if such a system exists, describe the system used and how it is used.

USFSP uses OrgSync as our student engagement platform and, as of 2018-19, it includes a co-curricular tracking system. Students are able to join portals (communities include student organizations and service opportunities) and request a co-curricular transcript. The CCE duplicated its Community Partner directory to PeteSync and has provided partners with information and training to operate their presence/portal on PeteSync. Community partners interested in joining are able to register (with USFSP approval) their organization. Students are then able to learn about volunteer opportunities and the organizations providing them. Volunteer and civic engagement hours registered by students and events are then able to be included on the student's co-curricular transcript.

Training is currently underway for migrating from OrgSync to Engage (Campus Labs) and includes staff from the Office of Leadership and Student Organizations, Compass, Student Government, and the CCE. While the name will remain the same, the platform will shift during this upcoming summer. As this move has been planned (due to Campus Labs acquiring OrgSync) for well over a year, a more complete roll out and integration process to community partners will be conducted in the latter half of Summer 2019. Use of hours recorded on PeteSync may eventually be able to be used towards the Citizen Scholar program (transcript designation or otherwise) but can currently be used for programs such as the Chancellor's Leadership Council (first-time in college scholarship program which includes a service hour requirement).

B.3. Indicate whether co-curricular programming provides students with clear developmental pathways through which they can progress to increasingly complex forms of community engagement over time. Please describe the pathways and how students know about them.

Students at USFSP have multiple ways to progress to complex forms of community engagement. If they are involved as an active participant one year, then the next year they are eligible to apply for a leadership position in that event. For example, if a student attends an alternative spring break trip (Un-BULL-ievable Spring Break Trip), the next year they can apply for a Site Leader position which requires students to pick the location of the trip, create learning outcomes, and lead their peers on the trip.

Alternative break outcomes and discussions are centered around the Active Citizen Continuum. Site/trip leaders along with accompanying USFSP staff members work to guide students through reflections before, during, and after their experience with pre- and post-trip surveys conducted in part to assess where students see themselves on the Active Citizen Continuum (Member, Volunteer, Conscientious Citizen, Active Citizen). Results from the 2019 survey indicated that students progressed at least one role over (1.13) on average from before departure to after returning.

Students learn about leadership opportunities and chances to advance along developmental pathways by receiving emails, general and targeted blasts via PeteSync, attending information sessions hosted by offices throughout campus (e.g. Compass, Harborside Activities Board, Office of Leadership & Student Organizations) or are recommended by faculty, staff, or other students. As students take on involved

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positions and more advanced leadership roles, they are able to communicate regularly and meet with USFSP administration.

<http://alternativebreaks.org/wp-content/uploads/2014/06/Active-Citizen-Continuum-2014.pdf>

B.4. 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 has student leadership in community engagement changed since the last classification? How is student leadership in community engagement recognized (awards, notation on transcript, etc.)? Provide relevant links.

Events related to service projects occur both on and off campus (e.g. Campus Recreation Beach Clean Up, MLK Day of Service/Stampede of Service) and are often coordinated by student organizations or student organizations affiliated with offices/staff such as the Harborside Activities Board (HAB--student led programming board), the Office of Multicultural Affairs Programming Board (OMAPB), and Student Government. As mentioned previously, the Office of Leadership and Student Organizations (LSO) organizes the Un-BULL-ievable Spring trips with substantial planning responsibilities handled by student site/trip leaders. In 2018-19, a record four trips were held including one through the Compass office as part of their programming offered to sophomore students.

Students also are able to engage in experiential learning by taking on leadership roles across campus by serving as Peer Coaches in the Compass program, as Orientation leaders, and/or as executive members for HAB and OMAPB. Engagement with the community is also possible through the Office of Housing and Residence Life by joining a Living Learning Community such as the Leadership House in which students identify a challenge within a community and work with those involved to implement a solution.

Students may choose to get involved with one of our 83 active student organizations (as of Spring 2019) on campus in which they may assume leadership positions like President, Vice President, Treasurer, or Secretary. For organizations that are advised by our programming office (HAB and OMAPB), students are able to plan, implement, and assess large campus-wide programs. HAB hosts USFSP Homecoming Week and USFSP Week annually. These programs require students to plan and manage a budget as well as assess whether students had fun and met the desired learning outcomes. Plans to create a food pantry on campus originated with students (November 2018) and led to support by Student Government and university administration. The food pantry became one of 3 primary fundraising objectives of USFSP during USF Give Day and will be opened in August 2019.

The Rocky's (USF mascot is Rocky the Bull) serve as USFSP's annual student awards. While community service/engagement are included as criteria in all applicable individual awards, two awards previously housed within the CCE have now been fully integrated into the Rocky's (administered by LSO).

Exceptional Student in Civic Engagement: presented to the student who goes above and beyond in their commitment to civic engagement. They have exemplified their commitment to both USFSP as well as the St. Petersburg community. The student is passionate about making a difference in their community.

Exceptional Student Organization in Civic Engagement: same language as above substituting in student

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organization.

There is also an award entitled Leadership Legacy: presented to the student leader, regardless of class standing, who has excelled beyond their peers in providing valuable contributions of community service to the USFSP, local, and/or national community. The Leadership Legacy award also recognizes a student leader whose long-term dedication and commitment have made a positive impact on sustaining the community of USFSP.

B.5. Describe how institutions have 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.

Beginning in Summer 2018, first-time-in-college students had the opportunity to participate in the newly created Windward Success Camp. At Windward, students participated in team building activities, learned about resources available to them at USFSP, and made connections with fellow students. Windward hosted 62 first time in college students at this event. Description provided below:

Windward Success Camp is the perfect opportunity to jumpstart into a successful and exciting college career at USFSP. During the 3-day, 2-night, off-campus experience, you will join a group of your fellow classmates for a few days of fun and high-energy team building activities, while learning about the incredible opportunities available to you at USFSP. Along the way, you will learn about valuable resources that will set you apart and help you feel confident in the classroom and at your new home. This is the perfect way to enjoy the outdoors, make new friends, and learn how to accomplish your goals in college.

In an effort to supplement programming and outreach geared toward first year students, LSO is partnering with Compass' Student Experience: Access, Transitions, and Outreach to host the inaugural Sophomore Summit. The event focuses on participants' Clifton Strengths, connecting to faculty in their department and fellow students, all while engaging in team building activities focused on their personal values.

<https://www.usfsp.edu/compass/windward-camp/>

C. Professional Activity and Scholarship

C.1.

How have faculty of any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) not only incorporated community-based teaching and learning into courses, but turned that activity into research to improve teaching and learning through the scholarship of teaching and learning (SoTL), (e.g., publishing articles, making presentations, conducting studies of their courses, conducting workshops, etc)? Provide five examples of faculty scholarship to improve, critique, promote, or reflect on community engaged teaching and learning. Indicate whether the faculty are tenure-track or part-time/non-tenure track Also, describe how this scholarship has been supported since your last

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classification.

The Center for Civic Engagement (CCE) continues to host professional development workshops to promote SoTL scholarship. Moreover, the CCE works with the librarians at Poynter Library to develop and to maintain a bibliography/database of USFSP faculty SoTL authors that is available on the CCE website. There are grant programs to support research and conference travel support for faculty within each of the Colleges and Departments, some of which are awarded to faculty to promote SoTL scholarship. Below are five examples of articles that specifically discuss civic engagement in the curriculum.

Braunsberger, K. & Flamm, R. O. (2013). A mission of civic engagement: Undergraduate students working with nonprofit organizations and public sector agencies to enhance societal wellbeing. *VOLUNTAS:International Journal of Voluntary and Nonprofit Organizations*, 24(1), 1-31. doi: 10.1007/s11266-012-9289-6
(Professor Karin Braunsberger is a tenured full professor of Entrepreneurship in the Kate Tiedemann College of Business)

Chenneville, T., Toler, S., & Gaskin-Butler, V. (2012). Civic engagement in the field of psychology. *Journal of the Scholarship of Teaching and Learning*, 12(4), 58-75.
(Tiffany Chenneville is tenured full professor and Chair of the Department of Psychology; Susan Toler is the Associate Dean of the College of Arts and Sciences; Vicki Gaskin-Butler was an Instructor of Psychology)

Gunn, A. A. (2016). Teaching tolerance in a diverse society: K-12 resources for implementing Florida's Holocaust curriculum. *Florida Reading Journal*, 51(2), 49-57.
(Ann Marie Alberton Gunn is tenured Associate Professor in the College of Education)

McLauchlan, J. "Learning Citizenship by Doing: Integrating Campaign Internships into Political Science Coursework," in *Teaching Civic Engagement: From Student to Active Citizen*. Alison McCartney, Elizabeth A. Bennion, and Dick Simpson, eds. Washington, DC: American Political Science Association, 2013. The book website: [Teaching Civic Engagement](#)
(Judithanne McLauchlan is tenured Associate Professor of Political Science and Founding Director of the Center for Civic Engagement)

McLauchlan, J. and Patlis, L. "Cultivating Global Citizenship in Higher Education: Civic Engagement and Service Learning in Joint Study Abroad Courses." Vol. 4, No. 1 (2015) *Revista Internacional de Educacion para la Justicia Social (RIEJS)* pp. 111-129. *International Service Learning Journal* article
(Judithanne McLauchlan is tenured Associate Professor of Political Science and Founding Director of the Center for Civic Engagement)

McLauchlan, J. "Civic Engagement in the Online Classroom: Increasing Youth Political Engagement in an Online American Government Course." Vol. 8, No. 1 (April 2019) *eJournal of Public Affairs*, pp. 32-68.
(Judithanne McLauchlan is tenured Associate Professor of Political Science and Founding Director of the Center for Civic Engagement)

Motta, B. H. (2017, August). Closing the gap between civic learning, research and community journalism: A critical pragmatic pedagogy. Presentation at the Association for Education in Journalism and Mass Communication Annual Conference. Chicago, IL.
(Bernardo Motta is Assistant Professor of Theory and Community Journalism)

Trocchia, P. J., Finney, Z., and Finney, T.G. (2013). Effectiveness of relationship marketing tactics in a university setting. *Journal of College Teaching and Learning*, 10 (1), 29-38.
(Philip Trocchia is Professor of Marketing in the Kate Tiedemann College of Business)

C.2.

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How have faculty of any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) collaborated with community partners to produce scholarly products of benefit to the community that are representative of co-created knowledge between academics and community partners resulting from outreach and partnerships (e.g., technical reports, curriculum, research reports, policy reports, publications, etc.)? Provide five examples of faculty scholarship conducted with partners for community benefit or to improve, critique, promote, or reflect on partnerships. Also, describe how this scholarship has been supported since your last classification.

USFSP faculty have conducted a number of significant community based research projects that have been funded by external grants (as described elsewhere in this application) and through internal grants for research and travel (funded by the Office of Research and by each of the colleges). Below are selected articles to showcase faculty community-based research publications:

Chenneville, T., Gabbidon, K., Drake, H., & Rodriguez, L. (2019). Preliminary findings from the HIV SEERs Project: A community-based participatory research project to reduce HIV stigma among youth in Kenya. *Journal of the Association of Nurses in AIDS Care*.

10.1097/JNC.0000000000000019

(Professor Tiffany Chenneville is tenured full Professor and Chair of the Department of Psychology in the College of Arts and Sciences)

Chenneville T., Gabbidon, K., & Drake, H. (2019). The HIV SEERs project: A qualitative analysis of program facilitators' experience. *Journal of the International Association of Providers of AIDS Care*. 18, 1-10.

doi.org/10.1177/2325958218822308

(Professor Tiffany Chenneville is tenured full Professor and Chair of the Department of Psychology in the College of Arts and Sciences)

Chenneville, T., & Walsh, A.S. (2016). A mindful rational living approach for addressing HIV in the school setting.

International Journal of School and Educational Psychology, 4(2), 71-78. doi: 10.1080/21683603.2016.1130565

(Professor Tiffany Chenneville is tenured full Professor and Chair of the Department of Psychology in the College of Arts and Sciences)

Corton, M.L., Ebrahimpour M. (2014). Research Note: Forecasting film-induced tourism: the Dolphin Tale case, *Tourism Economics*, 20(6): 1349-1356.

(Professor Maria Luisa Corton, Associate Professor of Economics in the Kate Tiedemann College of Business; Professor Maling Ebrahimpour was Dean of the Kate Tiedemann College of Business)

Johns, Rebecca, Dixon, Barnali, McHan, Chris and Westmark, Zach, 2013. "Evaluating Food Deserts in St. Petersburg, Florida." *The Florida Geographer* 44: 15-37.

(Rebecca Johns is Associate Professor of Anthropology in the College of Arts and Sciences

Barnali Dixon is Professor in the Department of Environmental Science and Policy in the College of Arts and Sciences)

(Professor Joan Reid is an Assistant Professor of Criminology)

Reid, Joan A. (2016). Entrapment and Enmeshment Schemes Used by Sex Traffickers. *Sexual Abuse: A Journal of Research and Treatment*, 28, 491-511. DOI: 10.1177/1079063214544334

(Professor Joan Reid is an Assistant Professor of Criminology)

Reid, Joan A. (2016). Sex Trafficking of Girls with Intellectual Disabilities: An Exploratory Mixed-Methods Study. *Sexual Abuse: A Journal of Research and Treatment*, published online February 17, 2016. DOI: 10.1177/1079063216630981

(Professor Joan Reid is an Assistant Professor of Criminology)

Reid, Joan A., *Juliana Huard, & Rachael A. Haskell (2015). Family-Facilitated Juvenile Sex Trafficking. *Journal of Crime and*

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Justice, 38(3), 361-376. DOI: 10.1080/0735648X.2014.967965
(Professor Joan Reid is an Assistant Professor of Criminology)

Sokolovsky, J. (2019). Gray as Green: Civic Ecology, Community Gardens and Elders seeking healing and community. In. J. Sokolovsky (Ed.) The Cultural Context of Aging (4th edition). ABC-CLIO, LLC.
(Jay Sokolovsky is a tenured full professor of Anthropology)

C.3.

How have professional staff contributed to the scholarship of community engagement (through conference presentation, publication, consulting, awards, etc.) associated with their co-curricular engagement achievements (e.g., student program development, training curricula, leadership programming, etc.)? Provide five examples of professional staff scholarship related to community engagement and describe how this scholarship has been supported since your last classification.

Staff at USFSP regularly participate in regional, national and international conferences to present findings based on their community engagement work.

Selected examples:

Ambush, H. (Community Liaison for the College of Education) (2019, January). Holistic and integrative enrichment programming for diverse and underserved youth. International Congress for School Effectiveness and Improvement (ICSEI), Stavanger, Norway.
(Harris Ambush is the Community Liaison for the College of Education)

Goodwin-Serra, P. (TRiO SSS Advisor), Isaacs, D. (Director of Student Life), and Woskoff, R. (TRiO SSS Advisor). (2015) "Promoting Retention of First-Generation, Low-Income Students through Targeted First-Year Courses," American College Personnel Association (ACPA) College Student Educators International conference. Tampa, FL.

Green, B. (Housing and Residence Life) & Bruce, J. (2011) "More than Pompoms and Parades." Association of Leadership Educators Conference. Denver, Colorado.

Isaacs, D (Director of Student Life and Engagement), Payment, S & Combs, G. (2015, June). Leadership Programs in the U.S. at The Association of College Unions International, Scotland Study Tour, Edinburgh, Scotland.

Isaacs, D. (Director of Student Life and Engagement) (December 17, 2018) "3 Ways Colleges Can Support Success." USA Today/Mediaplanet. https://issuu.com/mediaplanet_usa/docs/campus_diversity

McLauchlan, J., (Director of Center for Civic Engagement) Gay, T., (Program Coordinator of the Center for Civic Engagement) and Lily Tysinger (YMCA). (2019, forthcoming) "USFSP YMCA Civic Fellows Pilot Program Review: Youth in Government Heads to College." 2019 Civic Learning and Democratic Engagement Meeting, Fort Lauderdale, FL.

Peters, A. (Career Center). (2017) "Connecting College to Career." Florida ACE Conference,

van Beynen, K. (Librarian and Head of Library Research), & Burress, T (Assistant Librarian). (2018). Debris, diatoms, and dolphins: tracking child engagement at a public science festival. International Journal of Science Education, Part B, 8(4), 355-365.

USFSP staff have also been recognized regionally and nationally for their work, expertise, and community service:

Ambush, H. (Community Liaison for the College of Education) (2018) Southeast Regional Award, Innovation in Teacher Education, Southeastern Regional Association of Teacher Educators (SRATE)

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Ambush, H. (Community Liaison for the College of Education) (2017) Everyday Hero Award, Recognized by Bay News 9 Media Station for programs

Green, Byron (Housing and Residence Life) created regional Multicultural competence training modules to be used for faculty and staff across the southeastern region in housing in 2017-2018 and Created the IMPACT leadership village multicultural competence certificate program 2015

Isaacs, D. (Director of Student Life and Engagement) (2014) Outstanding Volunteer, ACUI (Associations of College Unions International) Region III

D. Community Engagement and other Institutional Initiatives

6.1.

Indicate how community engagement directly contributes to (or is it aligned with) the institution's **diversity and inclusion** goals (for students and faculty, and describe what has changed since the last classification. Provide relevant links if available.

The Diversity and Inclusion Action Plan was approved by the USFSP Campus Board February 2018. The implementation of the Plan is in its first year, so data has not been collected and analyzed in time for this Application. Data is being collected in Nuventive and will be available in the Fall.

The Diversity and Inclusion Action Plan aligns with USFSP's Community Engagement goals.

One of the 5 core values is Commitment to Community: " Our community based partners and mentors multiply opportunities for students and challenge faculty and administrators to recognize new areas for innovation and exploration."

Vision Statement: "USF St. Petersburg will shine. USF St. Petersburg faculty and administrators will work shoulder-to-shoulder with students and community partners to build a better world. We will challenge ourselves to excel in research, teaching and service."

Strategic Goal 1, Key Initiative #9: Seek opportunities to collaborate within the USF System, and with other institutions and community partners. Key Initiative #11: Establish an awards program committee to plan an annual event to celebrate the exceptional and exemplary work of members of the USFSP community who have advanced the values of diversity, inclusion, and equity across the university, and among the greater St. Petersburg community.

Strategic Goal 5, Key Initiative #3: Recognize students' need for a sense of belonging and well-being, and systematically tie all retention efforts together (e.g., tutoring, affinity groups, mentoring opportunities, relevant community internship opportunities, relevant career forums with distinguished minority alumni, etc.).

Strategic Goal 6, Key Initiative #4: Enhance community connectedness by creating opportunities for open dialogue based on historical community needs while addressing issues that impede diversity and inclusion efforts.

<http://www.usfsp.edu/diversity-and-inclusion/files/2018/03/USFSP-DiversityInclusionActionPlan.pdf>

6.2.

Indicate how community engagement is connected to efforts aimed at **student retention** and success, and describe what has changed since the last classification. Provide relevant links if available.

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A number of initiatives have been undertaken to improve student retention and success - and community engagement is an integral part of those efforts.

In the spring of 2015, the USFSP Strategic Plan, Vision 20/20, Strategic Goal for Student Success and Culture endorsed the strategy to create a signature First-Year Experience program for freshmen students to anchor them at USFSP and improve engagement, retention, and time to graduation. The FYE elements developed by the implementation committee included a peer coaching/mentoring program, faculty connection opportunities, workshops supporting academic, career, financial literacy, and co-curricular engagement, and expanded co-curricular programming to introduce students to campus traditions and engage them in campus life.

Creating a First Year Experience Course: The first year course includes a service learning requirement:

Service Learning The National Service Learning Clearinghouse defines service learning as a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. As part of this class, students will be required to volunteer two to five hours at a local organization and submit a one or more page reflection that includes the when, where, and with whom, mission of the organization, details about your experience, and why community engagement is important. Students may seek out their own organization to be approved by the instructor and/or attend the Civic Engagement Fair at the beginning of the term to connect with a local group in need. You may work in groups on this assignment or the class may opt to work as a whole.

Additional Compass Programs & Resources: Opportunities for co-curricular engagement have included the following:

--Service Event at least once a semester

--Development and participation on our own dedicated Un-BULL-ievable spring break trips

Chancellor's Leadership Council (founded Fall 2018): A student award program created to attract high-achieving students and connect them to the campus and community, and which includes a community service component. In its first year, students conducted volunteer opportunities that included: assisting as facilitators in Civility/Common Ground week in the community, volunteering at multiple events serving Johns Hopkins All Children's Hospital, and holding a clothing drive on campus and a student volunteer session that turned old t-shirts into toys that they subsequently delivered to area dog shelters. The students intend to grow the community service component next year.

Innovation Scholars: Introduced in 2019 with Summer 2019 students being first eligible group. The Innovation Scholars Career Exploration Program provides unique job shadowing opportunities for incoming high-achieving first-year students at USF St. Petersburg by partnering them with companies and professionals in and around Downtown St. Petersburg and within the St. Petersburg Innovation District. This program will provide students an introduction to one or more industries or job fields as they shadow mentors and test career options to help solidify major choices and academic paths early in their university experience.

<https://www.usfsp.edu/home/2018/06/20/usf-st-petersburg-increases-student-retention-rate-by-10-percentage-points-in-one-year/>

<http://www.usfsp.edu/compass/>

<http://www.usfsp.edu/career-center/innovation-scholars/>

<https://www.bizjournals.com/tampabay/news/2019/03/29/st-pete-innovation-district-wants-to-team-up-usf.html?fbclid=IwAR0EOAEWFBI4logFHJLD42Dv4fv4RdX8eFCatIPouv92O7UhA45R0KsY8c>

<https://www.usfsp.edu/chancellors-leadership-council/>

6.3

Indicate whether the campus **institutional review board** (IRB) or some part of the community engagement infrastructure provides specific guidance for researchers regarding human subjects protections for community-engaged research, and describe what has changed since the last classification. Provide relevant links if available.

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The Associate Director for Regulatory Affairs, is designated as overall Administrator for the University of South Florida System (USF) IRB and HRPP, who among other duties ensures USF maintains current registration for all of its IRBs, and ensures there is a plan to provide education regarding human subjects' research protection for PIs, research staff, and IRB staff and administrators.

The Quality Assurance / Quality Improvement (QA/QI) Program assists campuses in the USF System, its affiliate partners, and researchers in performing human subject research of the highest ethical standards and promoting confidence in the integrity of human subject research at our institution. This program conducts random and for cause evaluations of USF IRB approved research to ensure adherence with federal regulations, state and local laws, and institutional policies and procedures governing the USF Human Research Protections (HRPP) Program. In addition, the QA/QI Program provides training and education to researchers and their study teams and provides them with tools to facilitate the conduct of their research. The QA/QI Program is independent of the USF IRB and serves as a key component of our AAHRPP- accredited Human Research Protection Program. The QA/QI Program reports to the Associate Director for Regulatory Affairs within Research Integrity & Compliance.

USF trains faculty, staff and student researchers at the highest level with no distinction between contextual settings. The Education and Training Program plans, develops, implements, and evaluates human subjects' protection education programs. These programs are designed to ensure educational opportunities that provide information on the: (1) ethical principles of human subjects research, (2) federal regulations and state and local laws, (3) agency rules and guidelines, (4) good clinical practices and (5) university policies and procedures for the appropriate conduct of human subjects research. The human subjects' education and training program reports to the IRB Administration and is housed in Research Integrity & Compliance.

The Education and Training Programs conducted year round by USF HRPP for USF faculty, staff, students, and our affiliate organizations include, online trainings on how to submit research applications (several times a year), monthly face-to-face trainings detailing proper research ethics and policy requirements (at various events), bi-annual study coordinator retreats, bi-annual student researcher workshops, bi-annual IRB Member and staff retreats, and monthly customized classroom presentations on IRB related issues and research topics.

One of the goals of the HRPP is to provide, conduct, and attend community outreach and education events. In addition to the care taken to assure the ethics and quality of the researcher and the research, this goal helps address and inform the public about their rights as research participants. Therefore, quarterly, they provide community events to potential participants throughout the Tampa Bay Region. While the IRB works closely with faculty around human subject protection, OCEP and the CCE educates faculty on cultural sensitivity and mutually beneficial approaches to engaged research within the community.

<https://www.usf.edu/research-innovation/research-integrity-compliance/ric-programs/qa-qi/resources-useful-links.aspx>
<https://www.usf.edu/research-innovation/research-integrity-compliance/ric-programs/qa-qi/researcher-tools.aspx>
<https://arc.research.usf.edu/Prod/Doc/0/DGBSQITMNQAK72AHO2KG3FB441/USF%20HRPP%20Policy%20and%20Procedure%20Manual%20V12.pdf>

6.4

Indicate whether community engagement is connected to campus efforts that support federally funded grants for **Broader Impacts of Research** activities of faculty and students, and describe what has changed since the last classification. Provide relevant links if available.

The USFSP Office of Research conducted a review of grants over the previous 5 years and out of 61 externally funded projects, 37 are community based/engaged. Most, if not all, fit the criteria for Broader Impacts of Research though only one is tied to a federally funded grant.

Dr. Barnali Dixon, who uses GIS mapping worked with the Seminole Indian tribe of Florida to map reservation lands and vegetation changes over time to assist the tribe in better land use. Dr. Dixon also worked with neighborhood association leaders doing in-depth surveys, participation observation and interviews to assess the community's knowledge and

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awareness of climate change impacts, including sea level rise (SLR), heat, and flooding.

Dr. James McHale who has directed the Family Studies Center for the last 15 years works with multiple community agencies and organizations around Infant Family Mental Health and currently has an R01 from NIH to explore co-parenting models.

Dr. Joan Reid whose research is centered on trauma and retraumatization. She has conducted research on human trafficking, commercial sexual exploitation, sexual victimization, family violence, and justice-involved youth, She works with multiple community based organizations here in Pinellas County as well as non-profits across the nation.

Dr. Lindsey Rodriguez who uses normative feedback interventions in multiple investigative areas included to reduce alcohol use among college students and among military personnel, as well as domestic violence interventions. She also works with a local nonprofit, Heels to Heal that provides counseling to victims of domestic violence and sexual assault.

Dr. Melanie Riedinger-Whitmore and Dr. Thomas Whitmore's studies work with local and regional water management organizations to collect meaningful data that assists with developing Florida lake management plans. This research includes historic long-term water quality review and assessment to set water quality standards, and plan appropriate and cost-effective lake restoration efforts.

As USFSP transitions from a Regional Comprehensive University to a preeminent, research-intensive institution as part of the USF consolidation process, it is expected that there will be additional program offerings at both the undergraduate and graduate levels along with an increase in research support and infrastructure. Among the proposed new academic programs are Engineering and Computer Science which would likely lead to pursuing more federal grants.

These developments would serve to supplement the upward trajectory that has been established by the Office of Research. During the last 3 years of the previous Carnegie Community Engagement application cycle (2007-08 through 2009-10), awards averaged out to \$1,757,209. During the last 3 years of the current Carnegie Community Engagement application cycle (2015-16 through 2017-18), awards averaged out to \$4,657,020 representing an increase of 165 percent.

6.5. Does the institution encourage and measure student voter registration and voting?

Yes

6.5.1

Indicate whether the institution encourages and measure student voter registration and voting , and describe the methods for encouraging and measuring **student voter registration and voting** and what has changed since the last classification. Provide relevant links if available.

USFSP activity in this area has been coordinated by the CCE through efforts in voter education, voter registration, and other programming such as candidate debates, debate watch parties, and providing campus access to candidates and campaigns for recruitment and visibility purposes via the Civic Engagement Fairs held annually during Fall and Spring semesters. These efforts were cited in 2010 and have continued through the most recent election cycle.

However, the 2018 mid-term election saw the addition of a more data-driven approach as USFSP acquired access to prior NSOLVE data for the USF system and joined the All In Campus Democracy Challenge, determined to “ace the mid-terms.” In order to be more effective in our targeting, we have requested USFSP-specific data from NSOLVE for the 2018 election cycle. As of this writing, we have received mixed signals as to whether or not this can be accomplished in terms of separating USFSP students from the USF system. We hope to access campus-specific data in order to measure whether our efforts are making an impact and to make needed adjustments to our 2019 and 2020 plans.

As to our efforts during the 2018 cycle, the CCE expanded outreach efforts across campus, partnering with multiple offices within the Division of Student Affairs and Student Success to form a coordinating committee and to provide regular opportunities for voter registration with trusted external partners (Pinellas County Supervisor of Elections Office, League of Women Voters of the St. Petersburg Area) at tabling locations throughout campus. Tabling was conducted to assist with

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absentee voting procedures and election day saw both a visibility event within the University Student Center (home to on-campus dining) called "Floats for Votes" (while proof of voting was encouraged, it was explicitly not required) as well as free hourly transportation to the precinct location serving campus. CCE staff were able to assist a students who had issues at the polls on Election Day.

Students and the campus community received emails reminding them of voting deadlines (registration along with notices regarding early voting/absentee voting/election day) by the offices mentioned above as well as USFSP Marketing and Communications and the Regional Chancellor's office.

Excerpt from Dr. Tadlock's email on the day prior to the Florida registration deadline: "As an institution of higher education, one of our vital missions is to prepare students to become thoughtful, engaged citizens. I believe it is everyone's responsibility to be well informed so they can meaningfully participate in strengthening our democratic government and institutions."

Links to Issuevoter.org and Ballotready.org along with language describing their services were included. Instructions on who to contact (both on-campus and externally) regarding issues voting or being turned away were also publicized. The student newspaper "The Crows Nest," provided links to voter guides and ballot information

The committee members involved during the previous cycle will reconvene in June to prepare efforts for both the 2019 municipal election cycle as well as the upcoming 2020 election cycle.

<http://crowsneststpete.com/2018/11/05/university-to-provide-voter-resources/>

6.6

Indicate whether the institution is committed to providing opportunities for students to **discuss controversial social, political, or ethical issues** across the curriculum and in co-curricular programming as a component of or complement to community engagement, and describe what has changed since the last classification. Provide relevant links if available.

USFSP's Master Academic Plan makes several references to "difficult dialogues:"

"We invite difficult dialogues to enable everyone to better understand different worldviews."

"Ensure that faculty have the tools available (i.e. professional development, guidance, and resources) in order to support students' engagement in new learning and difficult dialogues with a focus on a dignified and democratic process."

"Inviting difficult dialogues to assure that all USFSP graduates are capable of understanding different worldviews."

"Provide faculty with professional development that includes... training in effective strategies for encouraging and facilitating difficult dialogues in the classroom."

The Office of Academic Affairs has begun hosting "Delicious Dialogue" luncheon events, a series of moderated diplomatic debates with past subjects including gender pay gap, Title IX protections, and should 'Under God' be in the Pledge of Allegiance.

The Office of Multicultural Affairs created a bi-weekly series starting in September 2018 called "Wednesdays in the O" which generally feature a presenter/speaker followed by open dialogue among attendees. Topics have included Colin Kaepernick/NFL protests, a discussion following the Pittsburgh synagogue shooting for processing and healing, the legacy of MLK and student activism, Professionalism and Oppression, and many more.

In October 2016, the CCE partnered with St. Petersburg College to host a workshop series "Get Off Your Soapbox: The Art of Dialogue" which explored art as a means to foster peaceful and meaningful civic conversation. The CCE also partnered with Academic Affairs, Student Affairs, and the Wellness Center to host an open forum after the 2016 presidential election "Post-Election Community Conversation." Prior to the election, the OPEN Partnership Education Network, Bishop Center, College of Arts & Sciences, and the Department of Journalism and Media Studies hosted "Are Youth Voters In Charge" with

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PBS host Alexander Heffner on the potential impact of the youth vote.

OPEN's most recent theme kicked off in September, 2018. "Civility" presents programming and helps support events in search of common ground through storytelling, art, and civic dialogue. In February 2019, a week-long event entitled "Common Ground" was held as part of OPEN's Civility theme. Designed as a series of initiatives aimed at fostering more civil, inclusive, and compassionate communities, Common Ground featured Kuany Kiir Kuany, project office at the United Nations Educational, Scientific and Cultural Organization, Mahatma Gandhi Institute of Education for Peace and Sustainable Development (UNESCO MGIEP) whose work focuses on activating and training youth around the world to encourage positive action and leadership toward greater civility. This was the first time Kuany brought his work and personal experiences to the United States.

In addition to competing at Ethics Bowl tournaments, the Ethics & Debate Team hold weekly general meetings centered around a discussion theme (e.g. Political Correctness, Anarchism and the Ethics of Work, human gene editing, etc.).

<https://crowsneststpete.com/2018/02/19/delicious-dialogues-provide-food-for-thought/>

<https://blog.spcollege.edu/civic-engagement/get-off-soapbox-art-civil-civic-dialogue/>

<https://open.usfsp.edu/guide-category/civility/>

<https://www.usfsp.edu/home/2019/02/04/author-former-refugee-and-youth-ambassador-to-lead-common-ground-civility-initiatives/>

<https://www.facebook.com/usfspcce/photos/a.274972634600/10154172244574601/?type=3&theater>

<http://www.usfsp.edu/home/2016/10/17/usfsp-to-host-event-about-the-power-of-youth-voters/>

<https://www.usfsp.edu/bishop/ethics-bowl/>

6.7

Indicate whether your campus has curricular and/or co-curricular programming in **social innovation or social entrepreneurship** that reflects the principles and practices of community engagement outlined by the definition of community engagement provided above, and describe what has changed since the last classification. Provide relevant links if available.

While the strategic plan for the KTCOB explicitly references developing innovative curriculum and engagement with business leaders and the community, the Entrepreneurship program also specifically emphasizes experiential learning through pitch competitions, business valuation plans, and creative thinking. Citizen Scholar courses are included in coursework that applies to both minor and major requirements. The program is outlined as students learning the creative nature of idea/opportunity identification and evaluation, the unique skills necessary to build an entrepreneurial firm, and the ability to interact with local community resources and mentors. Fall 2017 saw the implementation of the new Sustainable Entrepreneurship certificate program which was developed as a response to local and national interest in sustainable business practices (along with being a strategic priority for USFSP).

As previously referenced, Dr. Karin Braunsberger has led graduate students during Spring Break on a 9 day study abroad course on Social Entrepreneurship in Emerging Markets. Students work in groups to provide consulting services for cooperatives and businesses that are owned and operated by local indigenous women. In the brief time they have to visit, students investigate pain points for the organizations, develop comprehensive recommendations to meet business objectives, and begin implementing those recommendations. Since Spring 2013, this program has helped 12 organizations in the San Juan region.

In general, The KTCOB works very closely with the City of St. Petersburg, St. Petersburg Chamber of Commerce, St. Petersburg Economic Development Corporation, Innovation District, and Downtown Partnership. Examples include

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conducting a comprehensive marketing analysis for the Downtown Partnership and serving as an active member of the Chamber and Innovation District.

On the co-curricular front, January 2017 witnessed the opening of Lynn Pippenger Hall that includes the new Entrepreneurship Suite, described previously and designed to facilitate and enhance engagement within KTCOB and the local entrepreneurial ecosystem. The Entrepreneurship Club actively participates in pitch competitions and organization members have also attended the CEO Conference and the Annual Conference of the Creative Problem Solving Institute. KTCOB has supported the participation of over 50 students at various conferences since 2013. Other student organizations recommended for entrepreneurship majors include Delta Sigma Pi and the Management Club.

Also described previously, the OPEN Partnership Network has played a role in hosting festivals and speakers both on campus and at locations around St. Petersburg and the Tampa Bay area. Through the Aresty Speaker Series and their themed programming, particularly "Future City," students are given the opportunity to interact and engage with business and thought leaders.

Other highlights include the Food Recovery Club's efforts not only through their service but by organizing and hosting the upcoming (April 20th) Tampa Bay Regional Food Recovery Summit which will bring together students, community leaders, and industry experts. The ongoing support and nurturing of nonprofits and startups (referenced previously re: Welgnite) by students, faculty, and alumni speak to the enduring commitment of the USFSP community in this area.

E. Outreach and Partnerships

Outreach and Partnerships has been used to describe two different but related approaches to community engagement. Outreach has traditionally focused on the application and provision of institutional resources for community use. Partnerships focus on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.). The distinction between these two is grounded in the concepts of reciprocity and mutual benefit, which are explicitly explored and addressed in partnership activities. Community engaged institutions have been intentional about reframing their outreach programs and functions into a community engagement framework that is more consistent with a partnership approach.

1. Outreach

1.1

What changes to outreach programs and functions (extension programs, training programs, non-credit courses, evaluation support, etc.) that reflect a community engagement partnership approach have taken place since your last classification? Describe three examples of representative outreach programs:

USFSP has increasingly offered representative outreach programs with examples below from all three colleges in training programs, K-12 leadership programming, and a resource & referral program through the Family Study Center.

The Kate Tiedemann College of Business (KTCOB) is partnering with Accendo Leadership Advisory Group to offer executive-level training for women leaders in Tampa Bay. According to Dean Dr. Sridhar Sundaram "this partnership is a natural extension in developing our initiative for women in leadership, which builds upon our legacy of women leaders." Participants are to be prepared for leadership success in their respective careers, equipping them for advancement while

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also narrowing the gender gap in executive roles. (Launched August 2018)

Since 2012, KTCOB has partnered with Bank of the Ozarks/Bank OZK to provide online and in-person training focusing on business creation and innovation, data analytics, accounting, financial analysis, business law, and other areas.

The USFSP Brewing Arts Program was launched in 2015 and (as of September 2018) is the only one of its kind in Florida. This collaboration between the College of Arts and Sciences and local & national breweries provides foundational knowledge and hands-on training for those seeking a career in craft brewing.

The Leadership Club (College of Education) recently saw 60 students in 6 different Title I schools sworn in as official peer mediators by live judges throughout the week (Spring 2019). Information as follows:

In 5th grade the students who took part in the summer camp are sustained with guidance in a Leadership program throughout the school year. Curriculum includes: Character and Leadership Development, Conflict Resolution, Peer Mediation and a Community Service Project. The students go through a peer mediation training that consists of practicing and discussing different conflicting topics. Certified students will now be called upon to help mediate conflicts within their school. They can even use this at home, with their friends, or even for conflict within themselves. In addition, the students discuss service projects and as a group choose a project to work on together. At the end of the school year in May, these leadership students will come back to the USFSP campus to present their projects and enjoy a leadership celebration.

Figuring It Out for the Child (FIOC) is a unique Resource and Referral program designed to support unmarried, non-co-resident African American mothers and fathers having their first baby together. Launched in December 2010, the program is distinctive on the national scene. Fathers and mothers are paired with a Resource & Referral Specialist who remains available to them from the pregnancy through the child's first birthday. She helps connect families to existing agencies, programs and community resources, with specific focus on those the parents themselves see as being most needed. She continues to check in periodically with families after the baby has been born, to assure that all foreseen and unforeseen needs are being tended to. All services are free to families.

<https://www.usfsp.edu/home/2018/07/18/college-of-business-addresses-the-executive-gender-gap-with-accendo-leadership-advisory-group/>

<http://www.usfsp.edu/brewing-arts/>

<https://wusfnews.wusf.usf.edu/post/usf-st-pete-brewing-arts-course-trains-next-generation-beermakers>

<https://issuu.com/usfucm/docs/usf-mag-fall2016-web> (pg. 16)

<http://www.usfsp.edu/family-study-center/figuring-it-out-for-the-child/>

1.2

What changes have taken place regarding institutional resources (co-curricular student service, work/study student placements, library services, athletic offerings, etc.) that are provided as outreach to the community? Provide examples of how these institutional resources are consistent with a community engagement partnership approach.

Student service opportunities have been bolstered by the creation of Un-BULL-ievable (Alternative) Spring Break trips (initiated in 2015) and the integration of Stampede of Service to the previously established MLK Day of Service activities. USFSP has now become an annual partner of Youth Rebuilding New Orleans in addition to the 3 other sites selected this year. Current plans are to begin offering a day-trip or overnight service opportunity each semester (possible Summer 2019 projects including previous partners Give Kids the World and Habitat for Humanity of Collier County). USFSP students

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were able to participate in USF's Stampede of Service out of Tampa this year with plans to expand operations and offerings to USFSP in future years.

In addition to the ongoing (and previously cited) Festival of Reading, The St. Petersburg Science Festival has now been held annually since 2011 and is hosted by USF St. Petersburg with over 100 hands-on science activities and demonstrations to more than 15,000 parents and children. In 2017, the volunteer-driven event had a team of over 130 volunteers of which 90 were USFSP students, faculty, or staff.

The USFSP Food Recovery Club was created during the 2016-17 academic year and in December 2017 coordinated a campus-wide effort of students donating unused meal plan dollars to go towards purchasing food for CASA (Community Action Stops Abuse), a longtime USFSP partner. The nearly \$30,000 donation was the largest single food gift in CASA's 40 year history.

A number of student organizations focus on service or include a significant service component: e.g. Beta Alpha Psi, Global Medical and Dental Brigades at USFSP, Omicron Delta Kappa, Student Environmental Awareness Society, and UNICEF at USFSP. A new student organization was formed as a result of campus connections to the League of Women Voters of the St. Petersburg Area; voter registration and education tabling was regularly conducted leading up to the 2018 election and USFSP assisted in promoting their 2019 Civic Health Survey. The student chapter held its first meeting in February 2019 and to date has 16 registered members on PeteSync with over 70 students having expressed interest in being involved going forward.

The Neighborhood News Bureau covers historic African-American neighborhoods of St. Petersburg utilizing undergraduate and graduate students from the Department of Journalism and Media Studies.

The Crow's Nest, USFSP's student newspaper, is by no means new having started operations in 1969. Their recent community contributions were recognized by The Tampa Bay Times in a February 2019 editorial advocating for branch campus status that "a distinctive student life tailored for each campus is essential. Look no further than The Crow's Nest, the USFSP student newspaper that has provided excellent news coverage of the consolidation issue."

<https://www.facebook.com/LSOUSF/photos/a.231597846859010/2232404990111609/?type=3&theater>

2. Partnerships

This section replaces the previous "partnership grid" with a series of repeating questions for each of the partnerships you identify.

Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum = 15 partnerships). As part of this section, we are asking for an email contact for each partnership provided. The text for the email that will be sent to your community partner can be found below.

As part of this section, we are asking for an email contact for each partnership provided. The following email will be sent to your community partner:

Dear community organization partnering with a college or university,

{Name of Campus} is in the process of applying for the 2020 Elective Community Engagement Classification from the

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Carnegie Foundation. The classification is offered to campuses that can demonstrate evidence of 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. Partnerships that meet the standards of community engagement are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes.

We were provided your email address by the campus applying for the Community Engagement Classification. The Community Engagement classification is offered by the Carnegie Foundation and is available to all colleges and universities in the United States. For more information about the classification, please go to <https://www.brown.edu/swearer/carnegie>.

We would like to ask you to assist with this classification process by providing confidential responses to a very brief online survey (LINK provided). While your participation in the survey is entirely voluntary, your input and perspective on the activity are valuable in evaluating campus community engagement. Beyond the evaluation of campus community engagement, the responses provided by community partners contributes to a national understanding of how communities and campuses are collaborating for the purpose of deepening the quality and impact of such partnerships.

In order to be able to assess and improve partnership activities, it is important to provide candid responses to the questions. The responses you provide are confidential and will not be shared by Swearer Center as the Administrative home of the Carnegie Community Engagement Classification with the campus.

Many thanks for your response.

Sincerely,

Survey Questions

The survey will include the first page of this framework with the definition of community engagement.

As a community partner, to what extent do you agree or disagree with the following statements with regards to your collaboration with this institution? (1= Strongly disagree, 4=Strongly agree)

1. Community partners are recognized by the campus.
2. Community partners are asked about their perceptions of the institution's engagement with and impact on community.
3. My community voice is heard and I have a seat on the table in important conversations that impact my community.
4. The faculty and/or staff that our community partnership works with take specific actions to ensure mutuality and reciprocity in partnerships.
5. The campus collects and shares feedback and assessment findings regarding partnerships, reciprocity, and mutual benefit, both from community partners to the institution and from the institution to the community.
6. The partnership with this institution had a positive impact on my community
7. Describe the actions and strategies used by the campus to ensure mutuality and reciprocity in partnerships.
8. Please provide any additional information that you think will be important for understanding how the campus partnering with you has enacted reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes.

Please indicate whether you consent to having your responses used for research purposes by the Swearer Center as the Administrative home of the Carnegie Community Engagement Classification. For research purposes, all responses will be aggregated and no individual partner or campus information will be identified. If you have any questions, please contact us via email: carnegie@brown.edu

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The button below "Add Partner" will prompt 14 questions related to the partnership. Please note that adding any partner's email will trigger the survey to send instantly. If you do not wish to send the survey to the partners at this time, you can choose to add their email information before you submit the full application.

Partner #1

Project/Collaboration Title	Neighborhood News Bureau
Organization Name	African American Heritage Trail Association
Point of Contact	Gwendolyn Reese
Email	Gwen.Reese@gmail.com
Phone	727-418-2881
Institutional Partner	Neighborhood News Bureau
Purpose of this collaboration	The Neighborhood News Bureau (NNB) / African American Heritage Trail collaboration will extend the African American Heritage Trail to areas beyond the current two walking trails.
Length of Partnership	2 years
Number of faculty involved	1
Number of staff involved	-
Number of students involved	25
Grant funding, if relevant	No
Impact on the institution	This collaboration is a means to fulfill the mission of the Department of Journalism and Digital Communication to "educate journalists and professional communicators who can report and interpret news and information with skill, responsibility, and social consciousness. We stress innovative, community-oriented coverage of public life, seeking out news and issues that touch the lives of ordinary citizens. We embrace the world of digital communication, where everyone is both a consumer and producer of content."
Impact on the community	The African American Heritage Trail project will deepen community understanding of African America history and culture in St. Petersburg

Partner #2

Project/Collaboration Title	CASA / USFSP CCE Collaboration
Organization Name	Community Action Stops Abuse (CASA) https://www.casa-stpete.org/
Point of Contact	Lariana Forsythe, Executive Director
Email	lforsythe@casa-stpete.org

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Phone	727-895-4912
Institutional Partner	Center for Civic Engagement
Purpose of this collaboration	CASA has been a Community Partner since the Center for Civic Engagement's founding in 2006. CASA representatives speak in classes, participate in the Civic Engagement Fair, and offer opportunities for students to complete course-based civic engagement projects. The partnership gives students the opportunity to apply information from classes in community settings, better understand community needs, and engage in work that will help them develop skills to support their career goals.
Length of Partnership	13 years
Number of faculty involved	Over 100 citizen scholar courses
Number of staff involved	5
Number of students involved	500+
Grant funding, if relevant	No
Impact on the institution	CASA's partnership with USFSP enhances student, staff, and faculty awareness of issues of domestic violence and the community resources available to help.
Impact on the community	Last year, a student-led initiative by Student Government and the Food Recovery Club raised over \$29,000 from 170 students who donated unused meal plan funds to buy canned foods, pasta, cereals, and other food items donated to CASA. "This is the single largest food donation CASA has ever received in its entire 40 Year history," said John Biesinger, CASA's manager for major gifts. Also last year, researchers from the KTCOB analyzed local and national economic data on the costs of medical care, emergency housing and lost wages as a result of domestic violence. They concluded that the economic impact of domestic violence in Pinellas County is \$132 million/year, or roughly \$21,000 per victim.

Partner #3

Project/Collaboration Title	Community Tampa Bay
Organization Name	Community Tampa Bay
Point of Contact	Sam(ira) Obeid, Program Director
Email	sam@communitytampabay.org
Phone	313-212-5788 / 727-568-93333
Institutional Partner	Bishop Center for Ethical Leadership, Leadership Studies
Purpose of this collaboration	To actualize the institutional values of USFSP for inclusion of divergent voices: "We seek divergent voices and tell untold stories. We actively recruit students, faculty, staff and administrators who bring global and domestic diversity to campus, with emphasis on representing our evolving regional demographics. We notice where conceptual differences synthesize, complement – or clash. In classes, in meetings and in public forums, we invite difficult dialogue to enable everyone to better understand different world-views. We strive to create synergy."

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Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Length of Partnership	5 years
Number of faculty involved	7
Number of staff involved	45
Number of students involved	200+
Grant funding, if relevant	No
Impact on the institution	The collaboration with Community Tampa Bay is assisting the campus to create a climate and sense of community that is safe, affirming, and inviting for all. Community Tampa Bay has helped to build diversity capacity at USFSP by providing students with the opportunity to develop skills in facilitating dialogue across differences with peer and with younger students. Students have participated in facilitators training and gained academic credit through Leadership Studies for their Anytown volunteering. It has also conducted workshops with staff and faculty that support understanding across differences.
Impact on the community	Community Tampa Bay enhances meaningful cross-cultural interactions, helps people recognize the impact of stereotypes, prejudice and discrimination and gain tools to reduce exclusion.

Partner #4

Project/Collaboration Title	Baby Talk
Organization Name	The Concerned Organization for Quality Education of Black Students, Inc. (COQEBS)
Point of Contact	Dr. Delquanda Turner
Email	delquanda@healthystpete.foundation
Phone	Office 727-865-4670, Direct 727-440-7953, Cell 727-212-1365
Institutional Partner	USFSP Family Study Center
Purpose of this collaboration	Baby Talk, is a community initiative built from the ground up with the community organization COQEBS. This initiative provides training for families, childcare providers, agencies and field professionals serving higher-risk children so that all can be working with a common vision and skill set. Baby Talk includes 4 component events for families, caregivers, daycare, and preschool centers. The topics include current research on infant brain development, evidence-based strategies, and practical skills for promoting social and emotional skills needed for school readiness, relationship-based caregiving, and STEM readiness.
Length of Partnership	9 years
Number of faculty involved	3 faculty, 17 contributing scholars
Number of staff involved	--
Number of students involved	50 + undergraduates and graduate students have contributed to regional, national, and international conference papers

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Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Grant funding, if relevant	Foundation for a Healthy St. Petersburg, Juvenile Welfare Board, National Institute of Mental Health, National Institute of Child Health and Development
Impact on the institution	The Family Study Center (FSC) at USF St. Petersburg (USFSP) occupies a unique niche in Pinellas County, the state of Florida, and the nation. The FSC is the base of operations for both basic and applied research studies concerned with understanding, supporting, and advocating for families with young children emphasizing Infant Mental Health and Coparenting.
Impact on the community	In addition to the Baby Talk partnership, the Family Study Center has partnered with Johns Hopkins All Children's Hospital to form the Infant-Family Mental Health Center to provide the opportunity for every child to experience the early nurturing relationships that are the foundation for lifelong healthy development. The Center promotes interdisciplinary training, research, and practice related to the social and emotional development of all children during the first five years of life.

Partner #5

Project/Collaboration Title	Booker Creek Project
Organization Name	Gibbs High School
Point of Contact	Ariel Ringo, Chair of English Department, Gibbs High School
Email	RINGOA@pcsb.org
Phone	813-235-7609, 727-893-5452
Institutional Partner	Thomas Hallock, Professor of English, Environmental Writing
Purpose of this collaboration	Dr. Hallock and students in his environmental writing course are collaborating with Gibbs High School student writers to support the Booker Creek Project. Booker Creek ran three miles through South St. Petersburg's racially segregated communities which were razed in the 1970s for an interstate highway. The Booker Creek Project will involve high school and college student writers to interview residents who lived along its banks and write the stories of the creek's community and its impact. The Booker Creek Project will result in a self-produced book on the creek's history and its community.
Length of Partnership	1 year
Number of faculty involved	2
Number of staff involved	--
Number of students involved	15 -20
Grant funding, if relevant	No
Impact on the institution	The project gives students the opportunity to learn about the community of Booker Creek and the significance of a creek that could be forgotten as urban redevelopment continues.
Impact on the community	Similar to the impact that Dr. Hallock and his students had in publishing the Salt Creek Journal, the Booker Creek Project will ask readers to reflect on their community. https://www.usfsp.edu/home/2019/02/14/st-petes-storied-booker-creek-is-topic-of-community-forum/

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Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Partner #6

Project/Collaboration Title	IRS VITA Program
Organization Name	United Way Suncoast
Point of Contact	Margaret Perez
Email	mperez@uwsuncoast.org
Phone	813-274-0900
Institutional Partner	Kate Tiedemann College of Business (KTCOB)
Purpose of this collaboration	To provide free tax preparation help and electronic filing for low to moderate income families and provide accounting students with valuable experience preparing taxes
Length of Partnership	13 years
Number of faculty involved	1
Number of staff involved	--
Number of students involved	27
Grant funding, if relevant	The IRS VITA Program grant is administered through United Way Suncoast
Impact on the institution	Enhanced learning for undergraduate and graduate students who are enrolled in USFSP's IRS VITA Tax Practicum (TAX 4001 or TAX 6940). Students must complete 30 hours of IRS training to become certified as tax preparers and complete 50 volunteer hours of tax preparation.
Impact on the community	In 2018 students provided over 2,200 hours of tax preparation assistance to low and middle income residents throughout Pinellas County who qualify for Earned Income Tax Credit which boosts the standard of living for thousands of local families.

Partner #7

Project/Collaboration Title	St. Petersburg Science Festival
Organization Name	NOAA Fisheries
Point of Contact	Kim Amendola, Communications Supervisor
Email	Kim.Amendola@noaa.gov
Phone	727-551-5707, mobile:727-403-6533
Institutional Partner	St. Petersburg Science Festival

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Purpose of this collaboration	The St. Petersburg Science Festival is an annual regional celebration where families and the public can explore the wonders of hands-on science, technology, engineering, art, and math (STEAM). The event is held in conjunction with Marine Fest, the annual open house of the Florida Fish and Wildlife Conservation Commission's Fish and Wildlife Research Institute. The Festival represents a collaboration of USFSP, science organizations including the Florida Fish and Wildlife Commission, U.S. Geological Survey, NOAA Fisheries, Eckerd College, USF College of Marine Science, and the community including the City of St. Petersburg and Pinellas County Schools.
Length of Partnership	7 years
Number of faculty involved	22
Number of staff involved	43
Number of students involved	200+
Grant funding, if relevant	No
Impact on the institution	The Festival, held on the USFSP campus and Poynter Park along the Bayboro waterfront, involves faculty, staff and students including those from classes in Environmental Science, Biology, Geology and Business and from the Living Green Living Learning Community. The Festival celebrates science, science education and the science organizations in St. Petersburg.
Impact on the community	The St. Petersburg Science Festival offered over 100 hands-on science activities and demonstrations to more than 15,000 parents and children. Scientists and educators from nearly 50 organizations provided activities. On the first day of the two day event, middle school children from Pinellas County schools attend the event with their teachers. 50 students from Pinellas middle and high schools participated in the Jr. Scientist program by working with the scientists and helping out at the exhibits. The Festival is an effective way to provide unique learning opportunities to families, make individuals more aware of STEAM in their daily lives and educates about STEAM careers.

Partner #8

Project/Collaboration Title	Pinellas County Schools
Organization Name	Pinellas County Schools
Point of Contact	Lori Matway, Associate Superintendent
Email	matway@pcsb.org
Phone	727-588-6033
Institutional Partner	USFSP College of Education
Purpose of this collaboration	USFSP partners with the Pinellas County schools in a number of ways. The majority of Education majors complete practica, clinical experiences, and final internships in Pinellas County Schools. The College of Education also employs a Community Liaison professional educator to develop outreach efforts supporting student success at six struggling schools. These efforts focus holistic education for elementary students. The program works with over 500 local children and families each year and involves USFSP students in all of its efforts.
Length of Partnership	20+ years

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Number of faculty involved	14
Number of staff involved	34
Number of students involved	328
Grant funding, if relevant	Juvenile Welfare Board, Florida Department of Corrections, City of St. Petersburg
Impact on the institution	In addition to the afterschool curriculum for local school children, the COE students completed 157 internships in local schools in 2018
Impact on the community	The COE's work with six schools include five components – A Summer Camp, Leadership Club Afterschool Soccer and Mindfulness Program https://www.youtube.com/watch?v=keMHRFWy_RO&feature=youtu.be Mentoring/tutoring from college students Field trips to USFSP The COE students who participated in these outreach programs provided 1,000 hours of community service.

Partner #9

Project/Collaboration Title	The Poynter Institute
Organization Name	The Poynter Institute
Point of Contact	Kelly McBride, Senior Vice President
Email	kelly@poynter.org
Phone	727-821-9494
Institutional Partner	College of Arts & Sciences, Department of Journalism and Digital Communication
Purpose of this collaboration	To educate journalists and professional communicators who can report and interpret news and information with skill, responsibility, and social consciousness. We stress innovative, community-oriented coverage of public life, seeking out news and issues that touch the lives of ordinary citizens.
Length of Partnership	30+ years
Number of faculty involved	15
Number of staff involved	3
Number of students involved	38
Grant funding, if relevant	No

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Impact on the institution	The long standing relationship with the Poynter Institute was critical to the founding of the USFSP Journalism and Media Studies (now Journalism and Digital Communication) program in 1989. The Poynter/St. Petersburg Times endowment funds student scholarships and the Eleanor Poynter Jamison Chair in Media Ethics and Press Policy. USFSP faculty and Poynter faculty occasionally teach at both institutions. Graduate students complete projects and/or internships at the Poynter Institute, attend seminars, and enjoy library privileges there.
Impact on the community	USF St. Petersburg's Department of Journalism and Digital Communication graduates accomplished students who can make valuable contributions to and understand the workings of their chosen fields and are excellent and active citizens. The program's overall values reflect those of the university in that they endeavor to provide students with an education rich in practical experience and theory; collaborate with each other and the campus community; promote respect for others and their views; develop desire and ability for innovative and creative expression and unfettered pursuit of truth; nurture deliberative dialogue and shared governance; promote ethical behavior imbued with honesty, integrity, and openness; and encourage civic awareness and service.

Partner #10

Project/Collaboration Title	Puppy Love
Organization Name	Southeastern Guide Dogs https://www.guidedogs.org/
Point of Contact	Leslie Shepherd, Director of Puppy Raising Services
Email	Leslie.Shepard@guidedogs.org
Phone	941-845-1864
Institutional Partner	Puppy Love Living Learning Community and Guide Dog Raisers at USFSP (student organization)
Purpose of this collaboration	Southeastern Guide Dogs is always in need of Puppy Raisers and raising a puppy allows college students to give back to something bigger than themselves. Students either raise or sit puppies. For raisers, responsibilities include basic training, socialization, and well being of a puppy for about a year
Length of Partnership	2 years
Number of faculty involved	1
Number of staff involved	1
Number of students involved	15 students in LLC, 74 students in Guide Dog Raisers at USFSP
Grant funding, if relevant	No
Impact on the institution	Everyone at USFSPs loves the puppies and are supportive of the raisers. The students bring awareness of the need for service dogs for those with vision loss and PTSD.

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Impact on the community	Southeastern Guide Dogs is always in need of raisers and college students make excellent raisers. A college campus has a lot of people and exposures that are good for the dogs. So far there have been 12 dogs raised (or currently being raised) on campus. Those dogs have gone on to be trained as Guide Dogs, Service Dogs for veterans with PTSD, or Breeders for Southeastern. Students are also able to sit dogs for other raiser groups in the area. Puppy raisers at USFSP have spurred the founding of the Puppy Raisers Club on the USF Tampa campus.
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Partner #11

Project/Collaboration Title	Tampa Bay Times Festival of Reading
Organization Name	The Tampa Bay Times
Point of Contact	Colette Bancroft, Book Editor
Email	cbancroft@tampabay.com
Phone	727-893-8435
Institutional Partner	USF St. Petersburg
Purpose of this collaboration	The Tampa Bay Times Festival of Reading celebrates literacy and features talks, panels and presentations by over 50 nationally known authors. A free event for the community that attracts 5,000 – 10,000 visitors to the USFSP campus each year.
Length of Partnership	14 years
Number of faculty involved	20
Number of staff involved	18
Number of students involved	21
Grant funding, if relevant	No
Impact on the institution	The Festival of Reading is an opportunity to welcome members of the greater Tampa Bay community to campus. It provides readers a venue to meet and speak to their favorite authors, attend the book market, and engage with new ideas. The event includes university faculty who serve as hosts and introduce the speakers. University and local authors are typically among the featured speakers.
Impact on the community	The Tampa Bay Times Festival of Reading is a signature Fall event for book lovers in the Tampa Bay region.

Partner #12

Project/Collaboration Title	Holocaust Education
Organization Name	The Florida Holocaust Museum
Point of Contact	Elizabeth Gelman, Executive Director
Email	egelman@thefhm.org

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Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Phone	727-820-0100, ext.221
Institutional Partner	USFSP College of Education
Purpose of this collaboration	The College of Education embeds community and civic engagement within the Multicultural Literacy undergraduate course. Within this course, each semester the pre-service teachers travel to the Florida Holocaust Museum and work with their Teaching Trunks program. The Teaching Trunks are part of a statewide initiative to educate elementary and middle school students on historical accounts of genocide and an increase in humanitarian efforts. The Teaching Trunks, designed by The Florida Holocaust Museum, use the curriculum to teach the lessons of the Holocaust. These large teaching trunks, available free of charge, are designed to accommodate the needs of one class or a team of teachers. The materials have been carefully selected to make sure they are appropriate for students at each grade level. The students use the teaching trunks to discuss how to engage pre-service teachers in developing critical and civically engaging lessons in literacy. Two graduate courses have also partnered with the Museum, Differentiated Reading Instruction and Literature for a Diverse Society. Using the horrific accounts of the Holocaust, the students use a learning model that allows for discussion, honor, and opportunities for leadership within the classroom.
Length of Partnership	15 years
Number of faculty involved	4
Number of staff involved	--
Number of students involved	80 students since 2016
Grant funding, if relevant	No
Impact on the institution	Through the partnership with the Museum, USFSP prepares teachers in training to be prepared to teach other teachers to fulfill Florida's Holocaust Education Mandate. The Holocaust Education Mandate requires all school districts to incorporate lessons on the Holocaust as part of public school instruction. The Florida Holocaust Museum, a service provider contracted by the Florida Department of Education, has created dynamic literature-based lessons about the Holocaust, genocide, and character education.
Impact on the community	Enhanced public education on historical and current genocide/holocaust events; Support of educational mission of Florida Holocaust Museum; broader community access to higher education. The partnership provides one strategy to fulfill the Museum's mission of "honoring the memory of millions of innocent men, women, and children who suffered or died in the Holocaust. The Museum is dedicated to teaching the members of all races and cultures the inherent worth and dignity of human life in order to prevent future genocides."

Partner #13

Project/Collaboration Title	The Weekly Challenger Digital Archive
Organization Name	The Weekly Challenger
Point of Contact	Lyn Johnson, Publisher and Editor
Email	editor@theweeklychallenger.com

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Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Phone	727-896-2922
Institutional Partner	Nelson Poynter Memorial Library
Purpose of this collaboration	The Weekly Challenger has documented the history of St. Petersburg's African American community since the newspaper was established by Cleveland Johnson Jr. in September 1967. In March 2013 an agreement between the USFSP Nelson Poynter Memorial Library (NPML) and the Johnson family allowed the library to become the home for existing issues of The Weekly Challenger. Since that time, the library and newspaper have worked together to create the Digital USFSP Weekly Challenger Archive. The Library continues to build the Weekly Challenger Chronology and Research Guide (1967-Present) http://lib.usfsp.edu/weeklychallenger
Length of Partnership	6 years
Number of faculty involved	9
Number of staff involved	24
Number of students involved	25
Grant funding, if relevant	Legislative appropriation
Impact on the institution	Given USFSP's teaching mission, NPML actively promotes the integration of special collections into the curriculum. The use of TWC collection is prominent with the Neighborhood News Bureau (NNB), a journalism initiative headed by Dr. Bernardo Motta through a class to teach students that context and history matter. He teaches his students how to write a story by looking back in history and visualizing how the narrative has evolved and impacted events in the community.
Impact on the community	"If a community newspaper is not digitized, preserved and shared, who has the most to lose? In the case of TWC, it is the members of the African-American community in Saint Petersburg, who rely on the newspaper to capture the history and positive news of and issues facing their community; the larger Saint Petersburg community, who need to better understand the city's historical and current racial climate; and researchers and students, who can study an important primary source." Catherine Cardwell, Dean of the NPML

Partner #14

Project/Collaboration Title	The Open Partnership Education Network (OPEN)
Organization Name	WUSF Public Media
Point of Contact	JoAnn Urofsky, Associate Vice President, Public Broadcasting
Email	jurofsky@wusf.org
Phone	813-974-8622
Institutional Partner	Open Partnership Education Network

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Purpose of this collaboration	The Open Partnership Education Network's mission is to make us smarter, better connected communities by making it easier for citizens to be inspired, educated, trained, funded and engaged in practical ways to address the issues we all face. To achieve this, OPEN provides a framework of in-person and online tools so people can connect, share, discuss and demonstrate how ideas become solutions. OPEN facilitates opportunities for community dialogues around themes such as Civility, Future City, Live Well, Rad Schools, and Seeds. This year OPEN partnered with WUSF Public Media to produce a live broadcast of the NPR program 1A with Joshua Johnson https://www.youtube.com/watch?v=eScoN35oO2I
Length of Partnership	2 years
Number of faculty involved	30+
Number of staff involved	2
Number of students involved	200+ https://www.youtube.com/watch?v=N2rLPRFixKM
Grant funding, if relevant	Aresty Family Foundation
Impact on the institution	OPEN and its partners have successfully engaged faculty, staff and students at USFSP along with the greater St. Petersburg community to discuss and discover strategies to move forward on issues that matter to our community
Impact on the community	OPEN and its partners have successfully engaged the greater St. Petersburg community along with faculty, staff, and students at USFSP to discuss and discover strategies to move forward on issues that matter.

Partner #15

Project/Collaboration Title	League of Women Voters of the St. Petersburg Area
Organization Name	League of Women Voters of the St. Petersburg Area
Point of Contact	Rachel Garafalo, Voter Services Chair
Email	raesg@msn.com
Phone	727-452-3563
Institutional Partner	Center for Civic Engagement (CCE)
Purpose of this collaboration	The League of Women Voters of the St. Petersburg Area (LWVSPA) has been a Community Partner since the CCE's founding in 2006. Representatives collaborate in a variety of ways with USFSP including regular participation in the Civic Engagement Fair each semester, sponsoring internships, partnering with National Voter Registration Day, and conducting educational and voting-related events on campus. The League has a history of frequently speaking to USFSP classes such as Women and the Law, American National Government, The Campaign Process, and Critical Issues in Public Health.
Length of Partnership	13 years
Number of faculty involved	6+, 3 have served on the LWVSPA board

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Number of staff involved	3
Number of students involved	594+ in the 2017-18 year
Grant funding, if relevant	No
Impact on the institution	<p>The LWVSPA serves as a resource to USFSP in educating students about voting and engagement in civic and political life in our community as well as on public policy issues such as health care, solar energy, education, sustainability, reproductive rights, voter protection, and gun violence. Through their presence on campus they raise awareness among students and inform them about ways to get involved in action to address these issues. Among the many events the League has organized or participated in on campus are: --Organized the St. Petersburg Mayoral Candidate Forum http://www.tampabay.com/news/politics/local/foster-kriseman-square-off-in-first-debate-after-primary/2141113 --Participated on a panel discussion for a forum on human trafficking https://lwvspa.org/panel-presents-human-trafficking-in-your-neighborhood-at-usfsp/ --Partnered with the CCE for a campus voter registration event on National Voter Registration Day since 2013. --Partnered with student organizations on a Mock Presidential debate ahead of the 2016 Presidential Primary Election. --With student organizations, participated in a comprehensive Get Out the Vote Campaign focused on raising voter turnout to 100% of registered voters in the Municipality of Gulfport --Professor of American Government took six of her students to the League's 2017 Legislative summit in Tallahassee. --The League sponsored and oversaw six freshman American Government students as they created, organized, and carried out their own community voter registration drives (on and off campus). The League provided the necessary training, tools, mentorship, and guidance which led to the successful completion of over 25 voter registration drives throughout the St. Petersburg area within a two month period. Individual League members sponsored the cost of student memberships in the LWVSPA so that the students could work under the League's Florida Voter Registration Certification. This semester activity accounted for 50% of the participating students' grades. --Helped distribute/administer the Millennial Survey on campus as part of a statewide LWV study of open primaries.</p>
Impact on the community	<p>The LWVSPA is sponsoring a burgeoning student organization on campus modeled after the LWVSPA whose mission is to help carry out the initiatives of the local chapter and further student engagement in the local and state issues and the political process. There are now over 70 students engaged with the group. The LWVSPA student organization's mission is to be "devoted to helping students acquire a better understanding of being civically engaged and involved." With the CCE, disseminated information about the Engage St. Pete Civic Health Survey (results of which will be shared with the St. Petersburg community).</p>

2.2

In comparing the "partnership grid" from your previous application/classification with the responses above, please reflect on what has changed in the quality, quantity, and impact of your partnership activity.

The variety and depth of community partnerships that are thriving today at USFSP required that we make the difficult choice of which 2010 partnerships to drop off the "partnership grid" submitted with the 2020 application.

Some of our 2010 partnerships are no longer existing. The SunBay Digital Mathematics grant has ended. However, the goal of the project -- to develop "a five-course sequence leading to a graduate certificate in Middle Grades Digitally Enhanced Mathematics Education" -- was realized in 2016 when the College of Education introduced a Graduate Certificate in Middle Grades Digitally-Enhanced Mathematic Education.

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Leadership, personnel changes, and organizational restructuring resulted in the end of the Sustainable Entrepreneurship and Innovation Alliance which has been replaced by a Bachelor's degree in Entrepreneurship.

The "St. Petersburg: A City of Writers" no longer exists. However, a new 501(c)3 organization, Keep St. Pete Lit has emerged in its place. USFSP faculty authors and students participate in their events and activities, e.g., Professor Ray Arsenault recently spoke about his biography of Arthur Ashe.

Three of our 2010 Community Partnerships are still going strong. The partnership with Pasco-Hernando State College (formerly Community College) still houses a vibrant undergraduate Bachelor's degree in Education. Now, however, the curriculum has been enhanced to create the Bachelor's of Science in Education that is unique in the state of Florida. The program results in dual certification and dual endorsements in the following areas: Florida K-6 Instructional Certification, Florida K-12 Exceptional Student Certification, English for Speaker of Other Languages Endorsement, and Reading Endorsement.

The Florida Humanities Council and The Studio @620 are still valued community partners. The Humanities Council still makes UFS St. Petersburg its home, and the former USFSP Dean of the College of Arts and Sciences is a member of their Board. The Studio @620 is still a vibrant home for the visual and performing arts in St. Petersburg. The graduating class in USFSP's Graphic Arts program produce a popular exhibit of their senior projects

<https://www.usfsp.edu/stem-education/middle-grades-math-ed-certificate/>

<https://www.usfsp.edu/entrepreneurship/>

<https://keepstpetelit.org/>

2.3

What actions have you taken since the last classification to deepen and improve partnership practices and relationships—in initiating, sustaining, and assessing partnerships? How did these practices encourage authentic collaboration and reciprocity with community partners?

The significant investment in campus infrastructure devoted to community engagement has improved our ability to deepen and improve our partnerships. For example, the Center for Civic Engagement now has a full-time Program Coordinator. In addition to the collaboration related to the Civic Engagement Fair each semester (and the updates to the Community Partner and Service Learning Placement Directory), the CCE is able to spend more time devoted to strengthening our partnerships (e.g., additional one-on-one meetings and site visits). The additional staff resources have also allowed for the new community partner survey assessment tool to be administered with a wider array of community partners. The CCE now has offices in the LEAD (Leadership, Engagement, Activities, and Development) Suite which has facilitated the ability to host community partner-faculty networking events more frequently and to provide space for community partners to meet with students.

In addition, the decision to create full-time positions in each of the three colleges to develop, maintain and assess community partnerships has improved partnership practices. The Kate Tiedemann College of Business and the College of Arts and Sciences now have full-time internship coordinators who work with faculty, community partners and students to develop and facilitate credit bearing internships for students. The colleges are now better able to assess student learning outcomes from internships, as well as to monitor and support intern/employer relationships. This staffing has also served to broaden the number and scope of internships since there is now a central location where employers can seek guidance.

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The College of Education's decision to create a full-time position for a Community Liaison has had a significant impact on deepening the college's interaction with local schools and their students. This Community Liaison has built a diverse group of student volunteers who are eager to engage with partner school students outside the classroom. These teachers-in-training recognize they are gaining valuable experience learning about the challenges their students face as well as strategies to deepen student's skills socially, physically, and intrapersonally.

2.4

How are partnerships assessed, what have you learned from your assessments since your last classification, and how is assessment data shared?

Every semester the CCE surveys our community partners (the 98 partners included in the CCE's Community Partner and Service Learning Placement Directory) in advance of the Civic Engagement Fair (to learn more about intern and volunteer needs, current projects, etc.) and again after the Fair (to learn more about how many students signed up, how many USFSP are now working at the agency, etc.).

The CCE also hosts events for community partners when they are on campus for the Civic Engagement Fair (e.g., networking events with faculty to inspire future collaboration, presentations by Career Services on how to get internship opportunities posted in Handshake, etc.), and CCE staff obtain feedback from community partners when meeting with them on campus.

In addition, in 2017 the CCE launched a more comprehensive survey of USFSP community partners in through a collaboration with the Student Affairs' Director of Assessment. The survey went to a larger group of community partners (by email). In addition to those in our Placement Directory, we sent the survey to all partners identified in the comprehensive civic engagement survey sent to faculty as well as to additional partners identified during the CCE's Civic Engagement Inventory (and review of course syllabi and assignments).

The CCE staff prepare reports and briefing materials for the CCE College Liaisons and for university administrators, including the Regional Chancellor. The data are discussed during monthly meetings with the Vice Chancellor for Academic Affairs.

2.5

Provide a summary narrative describing overall changes that have taken place related to outreach and partnerships on campus since the last classification. In your narrative, address the trajectory of outreach and partnerships on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links.

Since the last classification, our outreach and partnerships have increased in number and have grown deeper. Importantly, the institution has set the foundation for a trajectory of growth by incorporating the values of community engagement in its mission and in its curriculum. Specifically, USFSP Vision 20/20 notes that the strategic plan included the vision for "USF St. Petersburg faculty and administrators to work shoulder-to-shoulder with students and community partners to build a better world." The university also articulates the Commitment to Community as a Core Value: "USF St. Petersburg connects seamlessly to St. Petersburg and the surrounding region. Our students enroll in the city as well as USFSP, bringing to the city the exuberance that only a residential campus culture can provide. Our community-based partners and mentors multiply opportunities for students and challenge faculty and administrators to recognize new areas for innovation and exploration."

The next area of emphasis regarding partnerships is to facilitate and support more direct engagement between community partners, service opportunities, and USFSP students. As we introduce our new student engagement platform (transitioning

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from OrgSync to Engage), planning is slated for July and August to prepare and train community partners on the interface so that their presence will be well established as students return in late August for Fall semester. While we do aim to increase the number and diversity of community partnerships available to students & campus, the Engage transition provides an opportunity to easily capture the attention of students as they explore the new platform. Increasing the quality and volume of interactions with our existing partners is a top priority for the CCE in 2019-20.

In addition, the new Enhanced General Education curriculum that will be launched post-consolidation specifically addresses Ethical Reasoning and Civic Engagement (ERCE). Students in the inter-disciplinary ERCE courses will spend at least 20% of the class time engaged with problems in the Tampa Bay area

https://www.usfsp.edu/vision2020/files/2014/09/USFSP_stratplan.pdf

Reflection and Additional Information

(Optional)

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

The data collection needed to complete this Application has been rewarding and extremely enlightening for the campus community. We have enjoyed assessing the climate of our university and thinking strategically about the future. We will use the findings to further build upon our Vision 20/20 strategic plan and to set goals to reach key benchmarks over the coming years.

We are truly proud of the work we have accomplished in our incorporation of civically engaged, community-focused Citizen Scholar initiatives that broaden our scope and reach far beyond what we could imagine. We have learned how strong our academic units are and how much they incorporate civic and community engagement opportunities for our students. We know that our student affairs and academic affairs staff work together in a unified way to bring about inclusive community, research, innovation, sustainability, and civic engagement. This is demonstrated in countless examples in this Application, and we will continue to work together to strengthen our community connections.

For those areas of opportunity identified by this process, we will tackle them to the best of our ability as we strive to preserve USFSP's unique identity as a community-engaged campus in moving toward a consolidated USF system.

(Optional)

Please use this space to describe any additional changes since your last classification not captured in previous questions.

--empty--

(Optional)

Please provide any suggestions or comments you may have on the documentation process and online data collection.

--empty--

Request for Permission to use Application for Research:

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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 purposes for both the Carnegie Foundation and its Administrative Partner for the Community Engagement Classification, the Swearer Center for Public Service at Brown University, and for other higher education researchers as well.

Survey responses will be made available for research purposes only if the community partner provides consent.

In no case will responses be shared that identify the community partner or the campus - all research will honor anonymity.

Please respond to A or B below:

A. I consent to having the information provided in the application for the purposes of research. In providing this consent, neither I nor my community partner organization nor the campus I partner with will be disclosed.

Yes

B. I consent to having the information provided in the application for the purposes of research. In providing this consent, I also agree my identity or the identity of my community partner organization may be revealed.

No