

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by The University of the South on 9/18/2018. Last modified on 7/19/2020.

Application Deadline

April 15th, 11:59pm EST

Data Provided

The data provided in the application should reflect the most recent academic year. Since universities will be completing the application in the 2019 academic year, data should reflect evidence from AY 2018. If this is not the case, please indicate in the Wrap-Up section of the application what year the data is from.

Use of Data

The information you provide will be used to determine your institution's community engagement classification. Only those institutions approved for classification will be identified. At the end of the survey, you will have an opportunity to authorize or prohibit the use of this information for other research purposes.

Community Engagement Definition

Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership (of knowledge and resources) between colleges and universities and the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

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

Community engagement is shaped by relationships between those in the institution and those outside the institution that are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes. Such relationships are by their very nature trans-disciplinary (knowledge transcending the disciplines and the college or university) and asset-based (where the strengths, skills, and knowledges of those in the community are validated and legitimized). Community engagement assists campuses in fulfilling their civic purpose through socially useful knowledge creation and dissemination, and through the cultivation of democratic values, skills, and habits - democratic practice.

Applicant's Contact Information

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

Title

Institution

The University of the South

Mailing Address 1

Mailing Address 2

City

Sewanee

State

Tennessee

Zip Code

Phone Number

Full Name of Institution's President/Chancellor

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President/Chancellor's Mailing Address

President/Chancellor's Email Address

I. Campus and Community Context

A. Campus:

Provide a description of your university 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 university. Please specify here if you are applying for a specific campus or campuses of your university. You may want to include descriptors of special type (regional, metropolitan, multi-campus, faith-based, etc.), size (undergraduate and post-graduate FTE), location, unique history and founding, demographics of student population served, and other features that distinguish the institution. You may wish to refer to widening participation strategies; NCEHE data on student equity; Engagement and Impact Assessment Data; SAGE/Athena SWAN data; Aboriginal and Torres Strait Islander education and employment data as example sources.

The history of community engagement at the University of the South is grounded in faith-based outreach and has transformed the University into a rural anchor institution. The University of the South is a private not-for-profit university, owned by the Southern dioceses of the Episcopal Church, with a primary focus on undergraduate education. With 1,702 undergraduates and a student-faculty ratio of 10.6 to 1, the University prides itself on offering an education grounded in the Episcopal tradition that is characterized by open inquiry and close faculty-student interaction. With a student body that is 81% Caucasian, the University has sought to increase diversity with modest success. 6% of students were Hispanic and 5% were African-American in 2017 - 2018. Although Sewanee's tuition and costs are \$45,120 (2017-18), 96% of entering students received financial aid, including 17% with Federal Pell Grants and 3% with Federal Work-Study.

In the University's early years, the Episcopal Church supported a network of mission churches in local mountain communities. In 1990, Sewanee developed an outreach program through the University Chapel. The integration of outreach and courses began in 2002 with two grants from the Lilly Endowment (in 2002 and in 2006) followed by another from the Jessie Ball duPont Fund (2006). The professionalization of its higher education community engagement offerings began in 2012 when the University launched its Bonner Leader program, marking a deeper involvement with the community engagement field in higher education.

Recognizing the strength of three distinct service programs, the University's Strategic Plan (2012) called for an integrated office to coordinate community engagement efforts. In 2015, the Office of Civic Engagement (OCE) was created.

In 2013, the newly-created South Cumberland Community Fund (SCCF) and the University embarked on an innovative partnership between a rural university and a local community fund. Together, the University and SCCF introduced AmeriCorps VISTA (Volunteers in Service to America) to the area in 2014. The South Cumberland Plateau AmeriCorps VISTA Project is now the largest VISTA intermediary site in Tennessee.

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From 2016 - 2018, the University achieved two crucial milestones in the development of its civic engagement initiative:

In 2016, a \$1.12 million challenge gift allowed OCE to develop additional programming, tracking and assessment mechanisms, faculty and staff development, local grantmaking, and summer civic engagement internships. In 2018, the University and SCCF revised a Memorandum of Understanding (MOU) to make the Director of Community Development a position shared by SCCF and University. The Director of Community Development will convene key community institutions to design a collective impact initiative. This work affirms and advances the University's growing role as an anchor institution.

The recent development of Sewanee's civic engagement programming has been guided by the fundamental principle that relationship building with local communities is paramount. Once trust is built, deeper collaborations with community organizations are possible. Now, the 2016 challenge gift is spurring our next ambitious stage of work for collective impact: adopting shared priorities with SCCF around community development, education, health and well-being, and economic development.

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 (regional, urban, 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.

An account of the unique character of the University's place on the South Cumberland Plateau emerges from its distinctive town-gown relationship. Sewanee is both a college and a town, not just because of a shared name, but also because of a shared place and shared governance: the University's president is unelected mayor of Sewanee. This unique character also stems from the fact that the University's charter grants it domain--a legal term--over 13,000 acres, which include the campus, the village, and the surrounding forests. As a result, the University has a unique relation to its most proximate community, Sewanee itself.

A consequence of this fact is that the town-gown relationship between the University and the surrounding communities is also a town-town relationship. The towns of the South Cumberland Plateau, including Sewanee, share a history of coal mining and rail travel that has played a key role in reviving a sense of connectedness today.

The South Cumberland Plateau encompasses wealth and poverty: from Sewanee, the most prosperous of the plateau's nine communities, where the median household income is more than \$70,000, to the seven towns of Grundy County, ranked by Economic Innovation Group as one of the most distressed counties in the United States (3,017 out of 3,126 counties).

26.1 percent of Grundy residents live in poverty, including 36.6 percent of its children, almost twice the national average. More than four out of five children in Grundy County schools are considered economically disadvantaged.

This historical relationship between communities has significantly influenced the University's recent commitment to support community engagement on the plateau. In 1858, the Sewanee Mining Company offered 5,000 acres of land with low-quality coal for the site of the new university and moved to Tracy City in Grundy County, which prospered. The University, opening after the Civil War, soon flourished and began to look

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nationally and internationally for students and a faculty. With the slowing of the coal industry, Sewanee's plateau neighbors entered a long period of economic decline, capped-off by the closing of the final mine and railroad line in 1985.

The University has always seen itself as a unique place defined--and haunted--by its location, and its history as a Southern institution in Appalachia. Since 2012, the University has developed curricular programs with co-curricular components: Southern Appalachian Studies, the Project on Slavery, Race, and Reconciliation, the Certificate in Civic and Global Leadership, and the Finding Your Place freshman experience, all of which advance a commitment to live responsibly with neighbors. This sense of being placed and rooted on the South Cumberland Plateau has led the University to begin embracing its role as a rural anchor institution, whose well being is tied to that of its neighbors.

II Foundational Indicators

Complete all questions in this section.

A. Institutional Identity and Culture:

A.1 Does the institution indicate that community engagement is a priority in its mission statement (or vision)?

Yes

A.1.1 Quote the mission or vision:

Although the mission statement does not use the term "community engagement," it does indicate a commitment to service in its "University" paragraph, its "College" paragraph, and its "School of Theology" paragraph. Additional clarification of the University's commitment to community engagement will be offered below in our response to C.3 "Is community engagement defined and planned for in the strategic plan of the institution?"

University Purpose

The University of the South is an institution of the Episcopal Church dedicated to the pursuit of knowledge, understanding, and wisdom in close community and in full freedom of inquiry, and enlightened by Christian faith in the Anglican tradition, welcoming individuals from all backgrounds, to the end that students be prepared to search for truth, seek justice, preserve liberty under law, and serve God and humanity.

The College of Arts and Sciences is committed to the development of the whole person through a liberal arts education of the highest quality. Outstanding students work closely with distinguished and diverse faculty in a demanding course of humane and scientific study that prepares them for lives of achievement and service. Providing rich opportunities for leadership and intellectual and spiritual growth, while grounding its community on a pledge of honor, Sewanee enables students to live with grace, integrity, and a reverent concern for the world.

The School of Theology educates women and men to serve the broad whole of the Episcopal Church in ordained

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and lay vocations. The School develops leaders who are learned, skilled, informed by the Word of God, and committed to the mission of Christ's church, in the Anglican tradition of forming disciples through a common life of prayer, learning, and service. Sewanee's seminary education and world-wide programs equip people for ministry through the gift of theological reflection in community.

A.2 Does the institution formally recognize community engagement through campus-wide awards and celebrations?

Yes

A.2.1 Describe examples of campus-wide awards and celebrations that formally recognize community engagement:

Community engagement and leadership is explicitly and highly valued as a component of the most distinguished student careers at the University. The Office of Civic Engagement assists in the planning of three major awards ceremonies recognizing outstandingly engaged undergraduates. Members of the Office of Civic Engagement's staff sit on the committees to select recipients of nine awards recognizing these students.

Every Spring, the Office of Civic Engagement participates in the Student Leadership Awards Ceremony. Civic Engagement Service Awards are awarded based on specific accomplishments in the program indicated. The awards include:

Community Builder Award
Volunteer of the Year Award
The Doug Cameron Award for Outstanding Emergency Service to the Community
International Service Award
Sewanee Service Internship Award

In addition, multiple nominees for the two most distinguished awards given to seniors during graduation, which recognize leadership, service, and character over the course of a student's Sewanee career, are announced at the Student Leadership Awards Ceremony. The two most distinguished awards are:

Clarence Day Service Award
Algernon Sydney Sullivan Award

During graduation, the Clarence Day Service Award and the Algernon Sydney Sullivan Award are each presented to one and sometimes multiple awardees.

The Clarence Day Service Award is given to a senior who has expressed a spirit of service over self through outstanding work in the University system, the Sewanee community or both.

Algernon Sydney Sullivan Award is "the most distinguished award for a graduating senior in the College of Arts and Sciences for character, leadership, and service to the University and the Sewanee community."

During the annual Founders' Day Convocation, held in October, the distinguished Davis Family Scholarship for Leadership and Community Service is awarded.

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The University also regularly participates in two extramural competitions: the national nomination process for the students Newman Civic Fellowship through National Campus Compact the State of Tennessee Higher Education Commission's Harold Love Outstanding Community Service Award for faculty, staff, or students of higher education institutions. These student awards are also announced and acknowledged at the Founder's Day Convocation and the Office of Civic Engagement's spring semester campus-community celebration.

We plan on developing a faculty civic engagement award next year as a follow up to the institution of a new Promotion and Tenure policy and related next step in the implementation of our civic engagement faculty fellows program (See G.1.1).

B. Institutional Assessment

B.1 Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community?

Yes

B.1.1 Describe the mechanisms for systematic assessment:

The purpose of this question is to determine if the institution regularly checks with community members to assess their attitudes about the institution's activities, partnerships, and interactions with the community. We are looking for evidence of strategies and/or processes (mechanisms) for hearing community views about the role of the institution in community, including a description of how frequently assessment occurs, and who is accountable for managing the process. Responses should describe ongoing data collection mechanisms beyond the use of advisory groups or one-time community events. We expect a classified institution to demonstrate this practice as an historic and ongoing commitment. This question is not focused on data about specific engagement projects, programs or service-learning courses, or an individual's work in community settings. We are looking for a systematic, institutional process for hearing community perspectives.

Sewanee's civic engagement programs are partnership-centered and emphasize community building, inspired by Peter Block's *Community: The Structure of Belonging*, (Berrett-Koehler Publishers. 2009), and Susan R. Komives and Wendy Wagner's, *Leadership for a Better World Understanding the Social Change Model of Leadership Development* (Jossey-Bass. 2016).

Our community development programming involves three stages of regularly checking with community members to assess attitudes about the institution's activities, partnerships, and interactions with the community through the following: 1) tracking outputs and outcomes, as well as assessing specific programs through face-to-face conversations with partners; 2) generating annual reports to guide the overall assessment of programming; and 3) developing a community-based anchor dashboard to assess social impact. Each stage continues and builds on the previous stage to improve both our community building and community development efforts.

In 2014, the University, through OCE formed a formal partnership with the South Cumberland Community Fund (SCCF). The University partners with SCCF in a 14-member AmeriCorps VISTA program, integrated with the Bonner Leader Program and Canale Service Internship Program, which all interact with coordinated SCCF and University grant programs. Outputs and outcomes are tracked throughout the development, implementation, monitoring, assessment, and revision of these. Output and outcome tracking is accompanied by face-to-face assessments with community partners by the service internship director and/or the VISTA manager. During face-

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to-face assessments, invitations to continue programming for the upcoming are initiated. Outcomes, outputs, and reports of these meetings are discussed by SCCF's community development committee, made up of community members and OCE staff.

Beginning with the 2017-18 academic year, the Office of Civic Engagement developed its first annual report, using it in conversations with SCCF, its primary community partner, and with other stakeholders. This first comprehensive assessment of community perception of the work of OCE was framed in terms of emerging social impact goals that will guide the direction of the University's civic engagement programs. Starting in 2019-20, results of OCE's annual assessments will also be shared with the University's Civic Engagement Advisory Board, which has been charged by the Provost to aid OCE's planning. In addition to soliciting feedback from this advisory board, and continuing to conduct the annual face-to-face interviews, OCE plans to annually to send an electronic survey to all partners to solicit general perceptions.

In 2017-18, with guidance from the Provost's Office, OCE developed an Anchor Dashboard reflecting the campus-community collaborations described above. The Anchor Dashboard is a key tool in OCE's work to develop a collective impact project with SCCF and key community partners, which includes social impact targets and shared methods of measuring outcomes and impact. SCCF and OCE will sponsor community conversations in the fall of 2019 with the aim of aligning this collective impact project with community priorities.

B.2 Does the institution aggregate and use all of its assessment data related to community engagement?

Yes

B.2.1 Describe how the data is used:

If you are using a systematic mechanism for hearing community attitudes, perceptions, and outcomes, please describe how the institution summarizes and reports the data. We also expect a description of how the information is used to guide institutional actions such as budgeting, strategic priorities, program improvement, and, where applicable, leads to problem solving or resolution of areas of conflict with community. A description of these actions or implications can take the form of lists, cases, anecdotes, narratives, media articles, annual reports, research or funding proposals, and other specific illustrations of application of the community perception and outcome data.

Data is collected and used following the Plan-Do-Study-Act (PDSA) cycle of quality improvement borrowed from the Institute for Healthcare Improvement.

Based on OCE and SCCF's shared strategic planning in 2018 and the success of the multiple specific projects, the desire to pursue more demonstrable social impact arose from OCE-SCCF's shared community development programs. Selecting local versions of goals and social impact indicators from the Democracy Collaborative's Anchor Dashboard, OCE and SCCF are developing a collective impact model of planning and program measurement. The specific goals, collective plans, and methods of measurement of success will emerge out of community-building dialogues in the fall of 2019.

Through this academic year, expressed community goals are systematically collected through the projects shared by the Office of Civic Engagement (OCE) and the South Cumberland Community Fund, which have together developed a strong network of local governmental and NGO organizations. Currently, the director of community development, who works both for the University and SCCF, administers the shared University-SCCF community development program, which includes SCCF's capacity building grant program, and the VISTA

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program. Regular planning results from sustained consultation between OCE, SCCF, and community partners. Outcomes from these programs are measured using standard AmeriCorps VISTA measurements. VISTAs log outputs on a weekly basis, which are aggregated in monthly and quarterly outcome reports.

The VISTA program assignments are overseen by the SCCF Community Development Committee. The committee is convened by the director of community development, and chaired by an SCCF board member, with community leaders. This committee oversees the VISTA program and engages in conversations with local organizations to determine capacity building goals and work plans for multi-year VISTA projects.

The SCCF grant program has two components: 1) its basic program, conducted by the SCCF grants committee and the Director of Community Development, and 2) grantmaking conducted through the Philanthropy Internship program, conducted by the University's Philanthropy Interns, and guided by the Director of Community Development. SCCF requires grant applications to offer persuasive articulation of community goals and the potential impact of proposed projects. Applications are assessed by the SCCF grant committee chaired by a community member, who, along with other community members, evaluates the goal and the potential impact of the project. The Philanthropy Internship program has the same steps of application and community consultation as the basic grant program, but grants are assessed and awarded by the student interns.

A secondary locus of expressed community goals arises from our Bonner and Canale service internship programs, which develop and modify capacity building projects with community organizations annually. In some cases, service interns collaborate with VISTAs to advance a community partner's expressed goals. Special attention is given to capacity building projects developed in dialogue with community partners, the results of which are collected and reported annually.

C. Institutional Communication:

C.1 Does the institution emphasize community engagement as part of its brand message identity or framework? For example, in public marketing materials, websites, etc.?

Yes

C.1.1 Describe the materials that emphasize community engagement:

Stories that rotate regularly on the University's website frequently feature student and faculty initiatives that highlight community engagement and service.

The OCE website offers extensive information about the College's community engagement programs:

Academic civic engagement

Civic engagement internships

Break (Outreach) trips

Intentional community

Volunteer opportunities

Links for Community Partners, Faculty, and Students.

The opening paragraph of the College's general degree requirements indicates the centrality of service for the

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whole of the general education: "Sewanee trains students to be citizens prepared for a lifetime of leadership and compassionate service ... to engage in civil dialogue, and to analyze complex problems and produce creative solutions ... [and to build] the foundation for their active citizenship and for lives of personal fulfillment involving a commitment to service, achievement, and a reverent concern for the world."

The Office of Environment and Sustainability website, (<http://sustain.sewanee.edu/>) indicates a commitment to "Empowered Human Communities and Resilient Natural Communities."

The Admissions Office materials include the following:

Civic engagement opportunities in its "travel piece" that counselors share with students and in its "Field Guide" that is mailed to juniors and seniors

Counselors talk about civic engagement in the information sessions that happen twice daily.

An invitation to all admitted students to apply to the Bonner Leaders program.

Blogs about Sewanee students' community engagement experience

The University Purpose emphasizes in three places that "students be prepared to search for truth, seek justice, preserve liberty under law, and serve God and humanity."

The Career and Leadership Development office reports to prospective students

(<http://careers.sewanee.edu/internships/where-did-sewanee-students-intern-reports/>) on summer internships in Service and Ministry, Civic Engagement, and Public Affairs.

The Sewanee Features web magazine (<http://www.sewanee.edu/features/>) regularly highlights campus-community partnerships The most recent features include

Certificate in Civic and Global Leadership student, Abby Straessle's efforts to help address the humanitarian crisis in Syria.

Bonner Leader Emmie Chamber's years-long involvement with a local rural medical clinic

Sewanee graduate and former AmeriCorps VISTA member, Spike Hosch's creation of a local alternative to predatory lending.

The OCE sends both a weekly email update and a monthly newsletter that highlight community engagement among students, faculty, staff, alumni, and community partners. In addition, a monthly newsletter is sent to an internal audience, as well as those outside the campus (often partners and alumni) who sign up for these communications. The OCE actively updates its Facebook, Twitter, and Instagram channels.

Communications from the Advancement Office, including a "gift story" website and a quarterly newsletter, frequently cite stories of students, faculty, and staff engaged in the community.

The Sewanee Magazine, published quarterly, regularly features highlights of civic engagement activities and initiatives, most recently four service internship students who are also student leaders.

The Collaborative for Southern Appalachian Studies (<http://collaborative.sewanee.edu/>) reports on its community engagement activities.

The Project on Slavery, Race, and Reconciliation, which aims to bring together the Sewanee community to

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pursue a comprehensive examination of University's historic entanglements with slavery and its legacies, regularly updates its activities.

C.2 Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?

Yes

C.2.1 Describe ways that the executive leadership explicitly promotes community engagement, e.g., annual addresses, published editorials, campus publications, etc.:

President's (Vice-Chancellor's) published remarks in

1. Sewanee Magazine Summer 2018 A Responsibility to Serve

"Service can be the best antidote to grievance and entitlement. And that is why it has been so gratifying to see the work of our own Office of Civic Engagement. Under the able leadership of Professor Jim Peterman and with the generous support of many donors to the Stronger Truer Sewanee campaign, more and more Sewanee students, in both the College and the School of Theology, are devoting that most precious of assets, their time, to serving their fellow human beings."

2. Launch of the Academic Year to the University Campus (August 2017)

On how to address the complex questions of diversity and community well-being:

"Let's start with our own community commitments taken from the University's EQB Guide:

Living with personal integrity.

Respecting the dignity of all.

Valuing freedom of thinking and expression.

Demonstrating self-control.

Developing trusting relationships.

Let's start with these five commitments and pledge to ourselves and one another to live by them. That by itself will have a remarkably salutary effect. Let me also urge all of you to become more actively engaged in civic engagement. Under the leadership of Professor Jim Peterman, our office of civic engagement in the Bishop's Common has a wide array of opportunities to learn from our neighbors on this Plateau and make a difference in their lives."

The Provost's campus announcement of its charge to the Office of Community Engagement in his Stronger, Truer Relationships letter (April 2015):

The University seeks to be a good neighbor to those in nearby communities. Being a good neighbor requires the University to understand the aspirations of these communities, and to ensure that community engagement projects address those aspirations effectively. However, as the University grows and develops, University students, faculty, and staff are engaging local communities in greater and greater numbers.

The Dean of the College's Announcement of New Office of Civic Engagement (May 2016)

New Office of Civic Engagement will enhance University's work in local communities

"The expanded civic engagement office and this expanded funding will permit a greater impact by the office in

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the community and for Sewanee students. Students will be able to have additional, meaningful experiences of translating theory into practice, and an increased understanding of how national and local themes affect people. The University will be able to connect more to its partner communities (local, regional, and international), with a better understanding of the opportunities and challenges of each.”

C.3 Is community engagement defined and planned for in the strategic plan of the institution?

Yes

C.3.1 Cite specific excerpts from the institution’s strategic plan that demonstrate a clear definition of community engagement and related implementation plans:

The University’s most recent strategic plan (2012) outlines an ambitious set of goals for community engagement. It does not, however, define community engagement. The University has moved to a process of ongoing planning, led by specific programs, departments, and task forces. What, in 2012, was called the Office of Community Engagement was only a year-old, and the programs and framework for community engagement came into clear focus later--first in 2015, then again in 2018.

From the University of the South Strategic Plan 2012

Developing an exemplary learning environment

[Students] have opportunities to learn how theory intersects with praxis through community engagement projects. And students in the College prepare for what our purpose statement describes as “lives of achievement and service” in the modern workplace in several ways. They develop habits of discipline, learn the value of cooperative endeavor with professors or coaches or others, and discover modes of involvement and even action within the broader community.

[The University will] coordinate, through a single office, strong and continuing relationships with community partners in Franklin, Grundy, and Marion counties, including Saint Andrew’s-Sewanee, whether for community engagement, outreach activities, seminary fieldwork, or other purposes.

From the Office of Community Engagement Strategic Plan of 2012

The University affirmed its commitment to “Make community engagement a campus-wide activity, guided by a coherent philosophy, which fosters not just action, and but sustained and regular reflection and evaluation.” As that plan said,

That reflection should arise out of public discussions of the purpose of the University, involving all of the University’s stakeholders, as well as members of local communities. Plan 2012.

From the Provost’s Campus Letter of 2015

Through this Office [of Civic Engagement], community partners can express their interests and aspirations, the University can match these with University groups, and the University can follow up as appropriate. The Office Civic Engagement Mission and Definition of Civic Engagement Defined in 2018 and accepted by the Office of the Provost as the University’s definition.

The Office of Civic Engagement year-long strategic planning process (April 2018-December 2019) led to the following:

Our Civic Engagement Vision

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Active global citizens advancing economic, social, and environmental well-being.

Our Civic Engagement Mission

To cultivate knowledge, resources, and relationships to advance the economic, social, and environmental well-being of our communities.

To further this purpose, the University has developed a range of civic engagement programs, including extracurricular service, curricular problem-based projects and research, and volunteering. We work in partnership with local, regional, and international community organizations.

What is civic engagement?

Civic engagement means cultivating a combination of knowledge, resources, and relationships to advance the economic, environmental, and human well-being of our communities, through both political and non-political processes. Civic engagement is a commitment to active collaboration wherein individuals participate in transformational learning that is both life enriching and socially beneficial in the context of the global community.

(Adapted from Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi).

Planning described further in sections B.1 and 2.

D. Institutional - Community Relations:

D.1 Does the community have a “voice” or role for input into institutional or departmental planning for community engagement?

Yes

D.1.1 Describe how the community’s voice is integrated into institutional or departmental planning for community engagement:

The purpose of this question is to determine the level of reciprocity that exists in the institution’s engagement with community, specifically in terms of planning and decision-making related to engagement actions and priorities. Please provide specific descriptions of community representation and role in institutional planning or similar institutional processes that shape the community engagement agenda. Community voice is illustrated by examples of actual community influence on actions and decisions, not mere advice or attendance at events or meetings. A list or description of standing community advisory groups is insufficient without evidence and illustrations of how the voices of these groups influence institutional actions and decisions.

As we indicated above, the twin goals underlying our work in communities are community building and community development. Seven community members serve on the joint OCE-SCCF Community Development Committee. This committee made decisions in 2017 to Develop and Approve an MOU between the University and SCCF to engage in a shared community development program and jointly employ a single director overseeing that program.

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Based on this MOU, the University agreed to hire a VISTA Manager and split the manager's function from the Director of Community Development role. That required using University resources to change the job classification of the Associate Director of Civic Engagement, and add an additional job and salary line to the Office of Civic Engagement's budget. The University also secured a modification of its CNCS VISTA grant that required additional administrative oversight of the VISTA budget, and also provided funds to hire a VISTA manager and a VISTA coordinator. As we indicated in our answer to B.1.1 (Describe the mechanisms for systematic assessment), our mechanism for systematic assessment involves annual programming that supports collaboration among the University, community organizations, and SCCF to develop capacity building grant proposals, AmeriCorps VISTA projects, small grants through the Bonner and Canale programs, and requests for capacity building support through our service internship programs. Community members participate in a wide range of shared community development planning through SCCF's community planning committee, the grants committee, and OCE's community development and community partnership committees. In addition, the director of service internship programs supervises a process of goal setting for, and assessment of, capacity building projects undertaken with community partners.

Community voice expressed through the SCCF partnership has led to the following initiatives with ongoing collaborative planning:

SCCF's hosting of a non-profit workshop program (ongoing since 2015) run by the Center for Nonprofit Management in Nashville, to enhance collaboration between nonprofits on the South Cumberland Plateau and strengthen their leaders.

Expanding the VISTA program into the Grundy County School system to develop its attendance and family engagement programs (2017-19)

Pursuing foundation support to develop a reading program in the Grundy County Schools, combined with a USDA Summer Meal Program in partnership with Sewanee Dining and AmeriCorps VISTA Summer Associates (ongoing since 2015)

Creating a joint SCCF-OCE workshop on positive deviance research to generate collaborative faculty-community partner community-based research. (Fall 2018)

Developing an annual "Make A Difference Day" of service at schools on the South Cumberland Plateau with VISTA and University student volunteer support. (Spring semesters, since 2015)

Moving toward increasing the number of Bonner and Canale service interns at VISTA sites to support work on VISTA projects at those sites (2017-18, continuing)

In addition to continual shared community development work, and program- and project-specific planning, OCE sends an electronic survey to all community partners once yearly to solicit feedback, especially from local partners that request occasional volunteer support and alternative break partners that host short-term student volunteers.

E. Infrastructure and Finance

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

Yes

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E.1.1 Describe the structure, staffing, and purpose of this coordinating infrastructure. 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:

The purpose of this question is to determine the presence of “dedicated infrastructure” for community engagement. The presence of such infrastructure indicates commitment as well as increased potential for effectiveness and sustainability. We expect a description of specific center(s) or office(s) that exist primarily for the purpose of leading/managing/supporting/coordinating community engagement.

The University has had an Office of Civic Engagement (previously called “community engagement”) since 2012. Renamed and reconfigured in 2015, the office integrated two staff from the University Chapel’s outreach program (which organized alternative break trips and student volunteer service) with three staff from the Office of Community Engagement, (which oversaw academic community engagement (Community-Engaged Learning) two academic year service internship programs (Bonner, Canale), and an intermediary AmeriCorps VISTA site, co-sponsored and organized with SCCF. Soon after these programs were integrated into a single office in 2015, we were also able to hire a full-time program coordinator. In 2017, we contracted with Marshall Welch to take the first version of NIICE and brought him to campus to consult with the upper administration. The NIICE results and consultation guided us in internal program review and strategic planning. In addition, our Anchor Dashboard strategic planning in 2018, caused us to seek two new AmeriCorps VISTA staff and a director of Dialogue-across Difference programs.

Soon after this integration, the Provost announced that “the staff in that office, will now serve as the University’s main liaison to local communities and their governments, school systems, medical clinics, and nonprofits.... Of course, for this to succeed, all community engagement projects and initiatives by students, faculty, and staff will now need to be coordinated with the Office of Community Engagement.” (Provost’s letter April 2015)

As a result of this, the OCE web pages explain that The University of the South is committed to preparing students for lives of achievement and service, and OCE’s specific mission serving this purpose is “To cultivate knowledge, resources, and relationships to advance the economic, social, and environmental well-being of our communities.”

Emphasizing collaboration among programs, the staff of OCE plays a leadership role in each of the following programs:

Director of Civic Engagement: oversees OCE and collaboration with campus programs and departments; directs academic community engagement (Community Engaged Learning, Certificate in Civic and Global Leadership, Summer Civic Engagement Internships).

Director of Community Development: oversees OCE-SCCF community development programs, including community development planning for OCE-SCCF partnership, SCCF grants, University Philanthropy Internship, and non-profit management training.

VISTA Manager: Oversees all aspects of a 14 member intermediary VISTA program.

VISTA Coordinator ($\frac{3}{4}$ position): supports VISTA manager.
14 AmeriCorps VISTA members work with community partners.

One VISTA Leader supports the VISTA Manager and VISTA Coordinator.

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Director of Dialogue Across Difference (☐ position until June 2019, ☐ position thereafter): responsible for the development and implementation of dialogue across difference programs, including interfaith initiatives and Intergroup Dialogue.

Associate Director: Oversees all aspects of alternative break trips, and the Sewanee in Haiti program.

Assistant Director: Oversees all aspects of the Bonner Leadership and Canale Service Internship programs.

Coordinator of Student Programs: oversees campus democratic engagement, advises Greek community engagement efforts and supports general office program development.

Office Coordinator: oversees logistics, communication, and data collection.

Three work-study students and four Bonner Leader Senior Interns.

E.2 Are internal budgetary allocations dedicated to supporting institutional engagement with community?

Yes

E.2.1 Describe the source (percentage or dollar amount) of these allocations, whether this source is permanent, and how it is used:

The purpose of all the questions in this section is to assess the level of institutional commitment to community engagement in terms of dedicated financial resources. Please provide the amount or percent of total institutional budget that funds the primary investment and ongoing costs of the infrastructure described in E.1 as well as any other funds dedicated to community engagement, including but not limited to internal incentive grants, faculty fellow awards, teaching assistants for service-learning, scholarships and financial aid related directly to community engagement, and funding for actual engagement projects, programs, and activities. Do not include embedded costs such as faculty salaries for teaching service-learning courses in their standard workload.

The infrastructure and program budget items and their status (permanent or soft, with status) are listed below. There are three sources of soft money, a Corporation for National and Community Service grant, a Jessie Ball duPont Fund grant, and a donor challenge-gift, with funding for five years, which the University is seeking to replace with a permanent endowment.

Infrastructure

1 Office Infrastructure excluding salaries

1.1 \$22,000

1.2 permanent

2 AmeriCorps VISTA, VISTA members' cost share, plus other VISTA program expenses

2.1 \$299,724

2.2 soft (Corporation for National and Community Service grant)

Programs

3 Alternative break trips

3.1 \$30,000

3.2 permanent

4 Bonner Leader stipends

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4.1 \$74,000
4.2 permanent
5 Bonner Leader financial aid
5.1 \$42,000
5.2 permanent
6 Canale Service
6.1 \$24,000
6.2 permanent
7 Bonner Leader program
7.1 \$18,000
7.2 permanent
8 Summer civic engagement internship stipend
8.1 \$50,000
8.2 permanent
9 Summer civic engagement internship stipend
9.1 \$20,000
9.2 soft (challenge gift-funded for 5 years)
10 Civic Engagement course support
10.1 \$5,000
10.2 permanent
11 Summer civic engagement internship financial aid
11.1 \$6000
11.2 permanent
12 Faculty fellow awards
12.1 \$16,000
12.2 soft: (challenge gift-funded for 5 years)
13 Philanthropy Internship
13.1 \$30,000
13.2 soft (challenge gift-funded for 5 years)
14 Summer civic engagement internship stipends
14.1 \$20,000
14.2 soft (challenge gift-funded for 5 years)
15 Faculty Fellow Workshops:
15.1 \$10,000
15.2 soft (challenge gift-funded for 5 years, year four)
16 Dialogue Across Difference Pilot Program
16.1 \$35,000
soft Grant from the Jessie Ball duPont Fund, renewable
17 Smith Experiential Learning Fund
17.1 \$20,000
17.2 permanent
Total: \$721,724 (.64% of the University's programming budget).

E.3 Is external funding dedicated to supporting institutional engagement with community?

Yes

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E.3.1 Describe specific external funding:

These funding sources may include public and private grants, private gifts, alumnae or institutional development funds, donor support, or federal/state/local government and corporate funds dedicated to community engagement infrastructure and/or program activities.

The University's funding strategy involves a combination of grants, endowment, and spendable gifts. For 2018-19, the University will receive for its civic engagement programs grants of \$659,379. The largest grant (\$380,000) from the Corporation for National and Community Service will support our AmeriCorps VISTA program from October 2018 to September 2019, allowing us to hire a local full-time VISTA manager and a local .75 time coordinator. This grant makes it possible for our director of community development to work full time on planning with community partners, and University faculty and staff to coordinate University and SCCF programming to achieve social impact targets. From the Jessie Ball duPont Fund we received \$80,000 to develop a campus-wide Dialogue Across Difference program. This program will develop faculty, staff, student, and community partner capacity to engage in civil dialogue on difficult topics. In addition, a course redesign academy was offered in August 2018 that included tracks on pedagogies of dialogue across difference and civic engagement.

The University pays for students to work in community agencies with \$42,000 funded through the federal government's Federal Work-Study program, with an additional \$22,808 in Federal Work-Study funding for Bonner Leader stipends, working in local organizations, during the 2017 - 2018 academic year.

In 2017 - 2018 academic year, 52.4% of Bonner Leaders were Pell Grant eligible and/or Federal Work-Study eligible. Those not paid with Federal Work Study are paid through "University Work-Study," which is internal funding. When the full need of students who are Pell-eligible is met, the stipend for their Bonner work is paid from internal, University Work-Study Funds. An additional \$20,000 from the Sullivan Foundation makes it possible to offer an additional \$1,000 scholarship to each Bonner Leader for their service internship work.

The University has received endowment support for program funding. Endowments of \$2,402,621 provide \$120,131.00 to support twenty-three summer civic engagement internships, twelve academic-year Canale service interns, student, faculty and staff attendance to the Sullivan Foundation's social entrepreneurship retreat, and a student research fellowship in social ethics. \$30,000 from the Sullivan Foundation will make possible the Social Entrepreneurship Hub at the University, to begin in 2019-20, with projects in the local community.

We are also able to support and develop our programs through spendable gifts of \$340,000. One such gift of \$280,000 per year began in 2015 and will end in 2019. This gift was given to support program development and allowed us to hire an office coordinator, and fund faculty and staff workshops, along with summer civic engagement internships, two which work in local agencies. The gift also allowed us to develop a student philanthropy internship that annually makes grants of \$30,000 to local community organizations, and has supported stipends for ten civic engagement faculty fellows, nine of whom work with community organizations, and workshops for faculty and staff on Marshall Welch's OPERA model of community-engaged course and research, and on strategic framing research from staff of the MacArthur Foundation-recognized Frameworks Institute.

E.4 Is fundraising directed to community engagement?

Yes

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E.4.1 Describe fundraising activities directed to community engagement:

Please describe institutional fundraising goals and activities pursued by offices of advancement, development, alumni, or institutional foundations that are focused on community engagement. Student fundraising activities in support of community engagement may be included.

In 2015, a family with ties to the University made a gift of \$1.12 million to the Office of Civic Engagement to support program development, philanthropy education, civic engagement internships, and financial aid for civically engaged student leaders. The gift, a so-called "bridge gift," which is referenced in the previous section, was made with the understanding that the University would raise \$5 million in endowment to sustain those activities, as well as other spendable gifts that could be raised to support current activities, and that the University would establish a permanent Center for Civic Engagement, supported by that endowment. The Office of Advancement has energetically pursued that goal and has raised approximately \$1.7 million toward the goal, with another \$600,000 verbally pledged (though not documented). New endowment funds have been raised for internships, and the University has a pending proposal for the financial aid that is provided to civic engagement student leaders. In addition, donors have committed about half the endowment needed to support the program in philanthropic education at about half the level of current support from this bridge gift. An endowment of approximately \$300,000 has been contributed for general program support. Currently, this fundraising has occurred through face-to-face meetings with prospective donors who have a demonstrated interest in social justice. The Office of Advancement has prepared an information sheet, making a case for the program and listing the opportunities for named endowment funds. In order to generate interest, the University has publicized gifts to the program in a campaign newsletter, and these "gift stories" have generated additional gifts from donors who were not originally considered prospects. The University is currently cultivating a major donor who could create a substantial program endowment, and advancement officers are seeking funds for financial aid endowment tied to the program. In the final year of the bridge grant, the Sewanee Fund (the spendable gift fund for the University) will institute a "Cornerstone Scholarship" tied to civic engagement, if permanent funding has not been secured by that time. The University is currently in the final year of a comprehensive campaign, the Stronger Truer Sewanee Campaign, and creating the Office of Civic Engagement is widely regarded as one of the signature successes of the campaign. In the final months of that broader campaign, the University has plans to "go public" with a dedicated fundraising effort to name the Center for Civic Engagement for a well-known university leader with an interest in civic engagement. The original donor family (of the bridge gift) is a prospect for a gift that will help conclude the challenge, and University administrators are confident that the original \$5 million goal will be reached and surpassed. The current projection is for an \$8,000,000 endowment that will support the development of a "Center" for Civic Engagement, elevating the status of OCE. In addition, through the foundation relations officer, the University has received institutional funding from several sources, including the William R. Kenan Charitable Trust, the Jessie Ball duPont Fund, the Algernon Sydney Sullivan

E.5 Does the institution invest its financial resources in the community and/or community partnerships for purposes of community engagement and community development?

Yes

E.5.1 Describe specific financial investments and how they are aligned with student engagement strategy:

In this question, we are asking specifically about financial investments in community programs, community development, community activities/projects, and related infrastructure, often in the context of community/campus partnerships. Examples might be a campus purchasing a van for a community-based organization to facilitate transportation of

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volunteers; a campus donating or purchasing computers for an after-school program located in a community-based organization; a campus investing a portion of its endowment portfolio in a local community development project, etc. (Do not include PILOT payments unless they are specifically designated for community engagement and community development.)

The University, through the Office of Civic Engagement, and SCCF are developing a shared community development plan, using the Democracy Collaborative's Anchor Dashboard, and the Collective Impact Forum model for collective impact planning.

To further this community development project, whose focus is the three-county South Cumberland Plateau region, the University and SCCF share a director of community development that oversees SCCF and OCE's community development project. The University pays 62% of the director's salary, and her job includes running the shared VISTA program, non-profit capacity building, and managing SCCF's grant process.

To develop this partnership, the University took the lead on procuring a grant for the Jessie Ball duPont Fund of \$170,000 to be used for three years (2015-17) in development of the joint University-SCCF community capacity building shared projects, including the VISTA project.

The University contributes \$30,000 to the SCCF to support its grant making activities, through its joint SCCF-University Philanthropy Internship program.

In support of development in Sewanee village, in August 2015, the University sponsored a community-wide charrette, an intensive, participatory process where all members of the community worked directly with the University's Town Planner and a team of experts that produced a community-based Master Plan with specific steps for future growth, with the goals of economic development and creation of public and civic space. Since that time, the Vice-Chancellor appointed Frank Gladu, the former vice-president for business administration, as Special Assistant to the Vice-Chancellor and Project Manager for Sewanee Village Development. In 2018-19, the University contributed \$294,550 to further this project. A developer has been contracted to start the first phase of the development in the Spring of 2019. OCE has been involved in ongoing discussions with community groups to ensure that this downtown project will support continuing avenues for robust civic engagement. Consideration has been given to the location of OCE space downtown. These discussions are in the early stages.

E.6 Do the business operations of the campus as an anchor institution align with local economic and community development agendas through hiring, purchasing, and procurement?

Yes

E.6.1 Please describe business operation practices tied to the local community:

This question is asking specifically about how the campus practices in the areas of recruitment, hiring, purchasing, and procurement align with and are an intentional complement to the institutional commitment to community engagement. This can include programs to encourage/support minority vendors, among many other practices. These institutional practices contribute to the context for successful community engagement.

University Hiring

81% of all employees (regular full-time, regular part-time, and temporary workers) receive a living wage (benefits excluded)

The University uses the Living Wage Calculator from MIT, data from the Bureau of Labor Statistics, and college

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and university salary data from the College and University Professional Association for Human Resources to evaluate wages for most exempt positions and many non-exempt positions. The University also calculate the percentage of employees who receive a living wage relative to the local area. After examining these data sets, an adjustment of hourly rates for non-exempt employees may be made. In 2015, the University raised the entry-level wage to \$9.15 per hour, up from \$8.19 per hour.

The University's starting wage is \$9.75 per hour. Benefits are budgeted at 34% of wages and include 10% retirement contribution, and 63% health care cost contribution (employees pay 37%). The University also offers tuition remission, tuition exchange, and a grant to support dependents' secondary education. The University pays for short term disability, long-term disability, life insurance, employer taxes on wages, and worker's compensation.

Total compensation for the lowest wage levels of the University is 200% of the federal poverty level for local counties. In 2018, the federal poverty level guideline for an individual was \$12,140 per year.

University Purchasing

In 2012, the university food service, Sewanee Dining, became a self-operated entity to make on-campus dining venues healthier and more sustainable. Further goals of this change were to promote student health, sustainability, and worker standards. As a result, Sewanee Dining is the primary customer of our local food hub, supports the local Farmers Market, and hosts an on-campus farmers market every year. Sewanee Dining also purchases a wide selection of vegetables and herbs from the University Farm.

During the last fiscal year (2018), Sewanee Dining, including retail purchases, invested more than \$274,726.87 in the local farm economy, around 20% of its total food budget. This number is calculated conservatively, and may not capture all local purchases. Spending is on track to increase this year.

Sewanee Dining also works with the Office of Civic Engagement, SCCF, and a variety of local organizations to sponsor the USDA Summer Meal Program. This past summer, that program offered meals and educational opportunities to 605 youth and eligible adults and made it possible for Sewanee Dining to continue summer employment of 9 staff who otherwise would be laid off.

AmeriCorps VISTA

The Office of Civic Engagement has encouraged local young adults to apply for its AmeriCorps VISTA Summer Associates program. Of the 20 Summer Associates hired in the summer of 2017, 8 were from local communities. In the summer of 2019, 9 of 18 Summer Associates were from the local area. In addition to receiving a wage for their work, they also received a Segal Education Award.

Our AmeriCorps VISTA program adopted a mandate of hiring a local resident to become our VISTA manager and hired a local manager in October 2018.

F. Tracking, Monitoring, Assessment

F.1 Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community?

Yes

F.1.1 Describe systematic campus-wide tracking or documentation mechanisms:

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The purpose of the questions in this section is to estimate sustainability of community engagement by looking at the ways the institution monitors and records engagement's multiple forms. Tracking and recording mechanisms are indicators of sustainability in that their existence and use is an indication of institutional value for and attention to community engagement. Keeping systematic records indicates the institution is striving to recognize engagement as well as to reap the potential benefits to the institution. Please use language that indicates an established, systematic approach, not a one-time or occasional or partial recording of community engagement activities. This approach will be demonstrated by means of a description of active and ongoing mechanisms such as a database, annual surveys, annual activity reports, etc. Do not report the actual data here. Here is where you describe the mechanism or process, the schedule, and the locus of managerial accountability/responsibility. You may also describe the types of information being tracked such as numbers of students in service-learning courses, numbers of courses, identity and numbers of partnerships, numbers and types of community-based research projects, etc.

OCE is the central record keeper for community engagement data of various kinds, but not the exclusive collector or analyst of this data, with the following regular tracking.

Student Tracking

In our academic year service internship programs (Bonner, Canale, Philanthropy Internship) OCE regularly tracks capacity building projects, engagement hours, and student reflections; OCE also uses the GES to assess global civic learning in these internships.

We collect and store:

- 1:Senior Digital Reflections
- 2:Outputs, outcomes of capacity building projects
- 3:Types of projects and progress toward our Anchor Dashboard goals, starting in 2018-19
- 4:GES student learning outcomes, starting in 2018 Service internship hours and reflections using the GivePulse platform

Short-term co-curricular student engagement: OCE tracks student service and philanthropy efforts.

We collect and store:

- 1:Types of projects and progress, for local projects, toward our Anchor Dashboard goals, starting in 2018-19
- 2:The number of students participating in OCE co-curricular programs, as well as occasional volunteer service
- 3:The number of service hours using GivePulse/Engage.
- 4:GES student learning outcomes for co-curricular programs.

Academic community engagement: In partnership with the Office of Registrar, OCE collects and stores data on students' curricular community engagement.

The following data is collected and stored:

- 1:Certificate in Civic and Global Leadership:
- 2:OCE-verified internship service hours
- 3:Courses taken for the certificate
- 4:Capstone project proposals, capstone project deliverables (outcomes), and community partner assessment
- 5:Types of projects and progress toward our Anchor Dashboard goals, starting in 2018-19

Civic / Community Engagement courses:

- 1:The number of students and their number of service hours in courses, using Engage.
- 2:GES student learning outcomes (for Civic Engagement Courses starting in 2019-20, and Summer Internships since 2018).

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Faculty Tracking

In partnership with the Office of Registrar, OCE collects annually and stores data related to faculty community engagement:

For Civic / Community Engagement courses:

1: Number of community engagement courses

2: Faculty teaching these courses

3: Deliverables to community partners

4: Types of projects and progress toward our Anchor Dashboard goals, starting in 2018-19

5: Course syllabi, student project deliverables, community impact, and partner-faculty co-assessment of the civic engagement aspect of the class

6: Overall reports on faculty civic engagement impact

7: Sewanee's Faculty Survey, administered every third year by OCE.

Community Tracking

1: As part of its strategic planning process in 2018, OCE staff conducted a detailed examination of publicly available secondary data on South Cumberland Plateau to establish benchmarks for its community development work. This will be updated annually.

2: OCE annually tracks community partner surveys on the general success of its service internship programs. These will be expanded to all partners in 2019-20.

3: AmeriCorps VISTA data is collected weekly and compiled both quarterly and annually by the OCE VISTA staff.

Institutional Tracking

4: The Office of Institutional Research conducts two institutional surveys on a three-year rotation, NASCE, and NSSE/FSSE, with reports sent to OCE.

5: Data is collected every three years on program features by OCE staff for NIICE.

6: The OCE annually inventories all of its local programs, using KUMU (<https://kumu.io/>) mapping patterns and impact of civic engagement programs.

F.2 Does the institution use the data from those mechanisms?

Yes

F.2.1 Describe how the institution uses the data from those mechanisms:

For each mechanism or process described in F1.1 above, we expect descriptions of how the information is being used in specific ways and by whom. Some examples of data use include but are not limited to improvement of service-learning courses or programs, information for marketing or fundraising stories, and/or the reward and recognition of faculty, students, or partners.

Civic Engagement data is shared in an annual report, beginning in the 2017 - 2018. Data is used 1) BY University staff and partners TO assess program-specific outcomes and overall social impact. OCE staff, the Office of Provost, and, starting in 2019, the Civic Engagement Advisory Board (CEAB), use the data TO assess student

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learning and community impact. The CEAB guides civic engagement activities and is comprised of four specific stakeholder groups: students, faculty, community partners, and institutional leaders.

Data is also used by the staff in the Office of Admission, the Marketing and Communications Office, and Office of Advancement to promote and support the University's civic engagement programming.

Use of Student Tracking

In addition to the overall use of data,

Bonner and Canale service internship data is used BY OCE staff TO assess progress on partner's goals, student learning outcomes, and overall community impact. Outcomes are reported to the Bonner Foundation and funders.

Greek student service hours and other student service data is used BY OCE and the Office Student Life TO measure fidelity to students' contribution to community development goals, and to improve the quality and impact of student service.

Alternative break trip data is used BY OCE staff and trip leaders to assess student learning and community outcomes. We are starting to determine how the social impact of these partnerships could be established and measured.

Data from community-engaged learning courses, certificate in civic and global leadership capstones, and the GES survey will be used BY OCE staff and civic engagement faculty TO determine learning outcomes, and, where capstone projects are local, their contribution to community development goals.

Use of Faculty Tracking

Faculty data is used BY OCE staff and civic engagement and faculty TO capture the desire for professional development programs, and TO identify promising future collaborations.

Use of Community Tracking

Data is used BY OCE TO understand the success of our community partnerships and projects, and, in 2019-20, will capture community perceptions of OCE's fidelity to its mission and values.

AmeriCorps VISTA data is used by OCE and VISTA staff, SCCF's board, TN VISTA, and community partners TO assess outcomes and fidelity to partner agreements, and to create funding applications to CNCS and donors. By the end of 2019, OCE and SCCF will establish community-based measurements for social impact, which will be used by the University, SCCF, and other community institutions. See B.1.1.

Use of Institutional Tracking

Data from NASCE and NSSE/FESSE is used BY OCE staff, civic engagement faculty, and the Office of the Provost TO determine the overall impact of civic engagement programs.

Data from NIICE, with analysis supplied by Marshall Welch, is used BY OCE and the Provost's Office TO guide civic engagement program development in light of national benchmarks, and progress on the institutionalization of civic engagement at the University.

Data from our KUMU analysis is used by OCE to determine opportunities for increased impact and potential multiplier effects in light of our community development priorities.

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F.3 Are there mechanisms for defining and measuring quality of community engagement built into any of the data collection or as a complementary process?

Yes

F.3.1 Describe the definition and mechanisms for determining quality of the community engagement.

In all of our civic engagement programs, we emphasize the twin objectives of community impact and student learning, realizing that not all our programs can fulfill both of these in the same way.

Community impact

We assess community impact goals based on collaborative agreements with community partners to indicate quality work, as well as students' achievement of learning objectives outlined in the Global Engagement Survey, a multi-institutional quantitative and qualitative assessment tool of global community engagement.

Until 2018, we relied on our community partners to communicate their goals for capacity building support, and to provide appropriate feedback on the quality of student work. By proceeding this way, we have organized our work around specific shared partnership agreements. Starting in April of 2018, we began a year-long strategic planning process using the Anchor Institution Dashboard to develop a community-wide community development project.

During 2019, we will finalize shared priorities and social impact indicators for this collective impact project defined by the anchor dashboard. We will use this framework to assess our programming starting in 2020.

Student learning

Until 2018, we drew from AAC&U's civic engagement value rubrics and our version of the Washington Campus Compact Faculty Engagement Survey to assess learning outcomes. In the first two years of our work, to supplement the faculty survey, we focused on two questions designed to understand student learning from our specific curricular and co-curricular programs:

Those working on this project (volunteers, students, faculty, etc.) became more committed to finding ways to work with others, and to use academic learning to address complex social issues.

Those working on the project (volunteers, students, faculty, etc.) came to appreciate the complexity and diversity of points of view presented.

Frustrated by our own inability to determine the validity of our survey questions, last year we partnered with GlobalSI, and have been using the GES survey in our academic year service internships, our summer internships, and our Outreach Trips. We are gradually rolling out this survey for all of our programs, including civic engagement courses. This survey will provide more granular information on student learning in all our programs by capturing pre- and post-experience data on the following global civic learning value scales, which resonate with OCE's mission statement:

Cultural Humility:

Openness to diversity

Self-awareness

Global Citizenship

Civic efficacy

Political voice

Conscious consumption

Global civic values

Human rights beliefs

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Critical Reflection

We also are working with GlobalSI to analyze the results and these surveys. To this end, we are working with other GES partner institutions to think together about the meaning of assessment data, and about promising practices for improving learning outcomes.

F.4 Are there systematic campus-wide assessment mechanisms to measure the outcomes and impact of institutional engagement?

Yes

F.4.0

The next series of questions will ask you about Outcomes and Impacts. Outcomes are the short-term and intermediate changes that occur in learners, program participants, etc., as a direct result of the community engagement activity, program, or experience. An outcome is an effect your program produces on the people or issues you serve or address. Outcomes are the observed effects of the outputs on the beneficiaries of the community engagement. Outcomes should clearly link to goals. Measuring outcomes requires a commitment of time and resources for systematic campus-wide tracking or documentation mechanisms for the purposes of assessment. Outcomes provide the measurable effects the program will accomplish. When outcomes are reached new goals or objectives may need to be set, but when outcomes are not achieved it may be time to reassess. Impacts are the long-term consequence of community engagement. Impacts are the broader changes that occur within the community, organization, society, or environment as a result of program outcomes. While it is very difficult to ascertain the exclusive impact of community engagement, it is important to consider the desired impact and the alignment of outcomes with that impact. Furthermore, institutions can and should be working toward some way of measuring impact as an institution or as a member institution of a collective impact strategy.

For each question in this section, please answer for outcomes and impacts.

The purpose of the questions is to assess the sustainability of engagement at your institution by looking at your approaches to estimating outcomes and impacts of community engagement on varied constituencies (students, faculty, community, and institution). When institutions engage with communities, we expect there will be effects on these constituent groups. These expectations may vary from institution to institution and may be implicit or explicit. Outcome and Impact may take many forms including benefits or changes that are in keeping with the goals set for engagement in collaboration with community partners. Thus, there is potential for both expected outcomes and impacts and unintended consequences, as well as positive and negative impacts.

For each constituent group identified below we are asking for a description of the mechanism for ongoing, regularly conducted impact assessment on an institution-wide level, not specific projects or programs. The response should include frequency of data collection, a general overview of findings, and at least one specific key finding.

F.4.1 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Student Outcomes and Impacts:

First, describe the assessment mechanism(s) such as interviews, surveys, course evaluations, assessments of learning, etc., schedule for data collection, and the key questions that shaped the design of the mechanism(s). We expect to see campus-wide approaches, robust student samples, data collection over time, and a summary of results. The key finding should illustrate impacts or outcomes on factors such as but not limited to academic learning, student perceptions of community,

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self-awareness, communication skills, social/civic responsibility, etc. Impact findings should not include reports of growth in the number of students involved or of students' enthusiasm for service-learning.

In 2016, we adopted the Washington Campus Compact Faculty Engagement Survey because of its comprehensive data collection on service-learning and community engagement faculty. We use it to assess the impact of community engagement on students and faculty every three years.

In 2016, faculty reported the following student cognitive, behavioral outcomes from community engagement courses:

Critical thinking: Frequently 44.68% Sometimes 42.55%

Problem-solving: Frequently 53.19% Sometimes 38.30%

Reflective judgment: Frequently 48.94% Sometimes 38.30%

Consciousness of self: Frequently 42.55% Sometimes 42.55%

Perspective-taking: Frequently 61.70% Sometimes 25.53%

They also reported the following positive outcomes in students' disposition:

Sense of place Frequently 46.81% Sometimes 36.17%

Decrease in Stereotyping Frequently 42.55% Sometimes 36.17%

Tolerance and openness Frequently 51.06% Sometimes 31.91%

Self-directed learning Frequently 40.43% Sometimes 51.06%

Self-efficacy Frequently 30.43% Sometimes 52.17%

These assessments establish a baseline for future assessment and indicate key outcomes, including one weakness. High responses on perspective taking and tolerance indicate that these courses generate openness to diversity and critical reflection. They do not, however, show a similar level impact on civic efficacy/self-efficacy.

In 2018, we began using Globalsl's Global Engagement Survey (GES). As with our faculty survey, one of our goals is to survey all students who participate in the range of our civic engagement offerings. Our first report from Globalsl in March 2019 provided rich information on global civic learning across multiple scales in most programs. One insight we found was that our alternative break trips had a weaker impact on civic efficacy and political voice. This prompted us to investigate further the "decreased naivety" these trips often generate. To build on this insight and others, we are participating in a cross-institutional learning community among Global Engagement Survey partners. We will also be offering a faculty-staff workshop at the University on global learning, the GES, and pedagogical tools for improving civic learning.

We are also using NSSE/FSSE surveys to assess changes from students' freshman to senior year, and understand the utilization of civic engagement high impact practices longitudinally and in relation to peer institutions. This data is collected by the Office of Institutional Research every three years. In 2014: 42% of first-year students and 58% of seniors reported participating in service-learning. In 2017, 35% of first-year students reported participating in service-learning and 57% of seniors. The drop in reported service-learning participation for freshmen was accompanied by a drop in positive responses to NSSE questions connected to learning outcomes related to civic engagement, especially questions 2a-g. Positive results from previous years compared to current freshmen scores indicate that the University may be falling behind peers and liberal arts colleges generally.

We also use NASCE on a three-year basis to capture levels of student satisfaction with our programming and to improve student satisfaction in service by fostering partnerships between student groups and community organizations. (For more on NASCE, see F.6.1.)

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F.4.2 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Faculty Outcomes and Impacts :

First, describe the mechanism and schedule for data collection from faculty, and the key questions or areas of focus that guided the design of the mechanism. Mechanisms used might include but are not limited to interviews, surveys, faculty activity reports, promotion and tenure portfolios or applications, or similar sources. Include descriptions of the methods used for faculty from all employment statuses. Mechanisms used might include but are not limited to hiring protocols, compensation policies, orientation programs, etc. Key findings should describe differences or changes that illustrate impact on faculty actions such as teaching methods, research directions, awareness of social responsibility, etc. Findings should not include reports of growth in the number of faculty participating in community engagement; we are looking for impact on faculty actions in regard to engagement.

In May 2016, we used a modified version of the Washington Campus Compact Faculty Engagement Survey to determine 1) a baseline of faculty satisfaction and 2) an indication of faculty desire for additional support and professional development initiatives as these contribute to the collective impact of civic engagement programs at the University.

We plan to use this survey every three years to gauge the impact of civic engagement on faculty within the changing context of faculty practices, policies, and demands.

Among the wide range of questions asked on this survey, we report here from the section on professional impact. Faculty described the following outcomes of teaching community engagement courses:

To the question, "Have you experienced any positive PROFESSIONAL impacts from using service learning?", they responded as follows:

I have experienced a sense of accomplishment.

Strongly Agree 25.00% Agree 67.86% Neutral 0.00% Disagree 0.00% Strongly Disagree 7.14%

I have been inspired.

Strongly Agree 29.63% Agree 40.74% Neutral 18.52% Disagree 7.41% Strongly Disagree 3.70%

My relationships with students have improved.

Strongly Agree 25.00% Agree 42.86% Neutral 25.00% Disagree 3.57% Strongly Disagree 3.57%

My relationships with the community have improved.

Strongly Agree 7.14% Agree 57.14% Neutral 32.14% Disagree 0.00% Strongly Disagree 3.57%

I feel an increased sense of responsibility toward my community.

Strongly Agree 21.43% Agree 32.14% Neutral 35.71% Disagree 7.14% Strongly Disagree 3.57%

My civic skills have expanded.

Strongly Agree 10.71% Agree 14.29% Neutral 64.29% Disagree 7.14% Strongly Disagree 3.57%

These outcomes show a significant personal impact on faculty: 64% believed their relationships with the community had improved and 63% indicated an increased sense of responsibility to their community. This suggests that faculty teaching community engagement courses increasingly saw their professional responsibilities as including a relational responsibility to their community.

In another section of the survey, faculty expressed a desire for additional support for teaching community engagement courses: 62% wanted information sessions on examples of projects and best practices. We have offered two faculty workshops and made the workbook from those workshops available. We have also created a

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civic engagement faculty learning community and will be asking those faculty to offer “Teach & Tell” lunches at the University’s Center for Teaching to share about the professional and pedagogical benefits of civic engagement classes.

The training in community engagement pedagogy and the creation of an active civic engagement faculty fellow learning community builds on our faculty’s sense that community engagement teaching brings significant professional satisfaction. We are happy to report that we have created a sustainable faculty development initiative that has responded to the expressed desire for training and support.

F.4.3 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Community Outcomes and Impacts as it relates to community-articulated outcomes:

First, describe the mechanism and schedule for data collection regarding impact on community, and the key questions or areas of focus that guided the design of the mechanism. Describe how the campus has responded to community-articulated goals and objectives. Mechanisms may include but are not limited to interviews, surveys, focus groups, community reports, and evaluation studies. We realize that this focus can be multidimensional in terms of level of community (local, city, region, country, etc.) and encourage a comprehensive response that reflects and is consistent with your institutional and community goals for engagement. We are looking for measures of change, impact, benefits for communities, not measures of partner satisfaction.

The primary locus of systematic collection of expressed community goals is through shared, University and SCCF projects. Currently, the director of community development leads the shared community development programming of the Office of Civic Engagement and SCCF. The director of community development administers 1) the OCE-SCCF shared community capacity building grant program, 2) the shared AmeriCorps VISTA program, and 3) the shared collective impact program. Community goals are expressed by community organizations taking on complex capacity building through grants and VISTA projects. The impact of these initiatives is captured through end-of-project reports. A secondary source of information about community goals comes from our Bonner and Canale service internship programs, which develop and modify capacity building projects with community organization annually. Some community organizations host both VISTA members and service interns who collaborate in capacity building projects that promote economic opportunity, access to education, and healthy futures. The timing of this data collection is ongoing and program specific, and the aggregation of data is annual.

In addition to the ongoing collection and aggregation of program outcomes, both OCE and SCCF undertook their own strategic planning processes in 2018. The OCE process involved a complete inventory of programs overseen by OCE using KUMU (<https://kumu.io/>) mapping to capture patterns based on the number and estimated impact of OCE programs. In addition, OCE conducted a detailed examination of publicly available secondary data on South Cumberland Plateau related to education, health, and economic opportunity. This inventory of data will be updated annually. Though it is possible to show program outcomes of a variety of health care initiatives, Grundy County remains one of the least healthy counties in Tennessee.

Data collection on program impact indicated that we were doing a great deal in Education, Community and Economic Development, and Health and Well-being in terms of the number of programs, community organizations served, and hours of service. In some cases, our report only demonstrated outputs, but in other cases, we could demonstrate outcomes. The most significant impact we can show in eight years of work on the South Cumberland Plateau is the number and quality of a wide array of relationships formed by a shared commitment to improving the well-being of local communities. And so, although this data shows that we have brought “resources, and relationships to work to advance the economic, social, and environmental well-being of

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our communities,” OCE and SCCF together are developing a framework to measurably “advance the economic, social, and environmental well-being of our communities.”

As a result of this assessment, we began in April 2018 a multi-year strategic planning for the collective social impact of our programs, modeled on the Anchor Dashboard. In the planning stages with our key community partner, SCCF, this process will be completed in the fall semester of 2019. That process will yield community-based shared social impact goals and common forms of measurement of social impact.

F.4.4 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Institutional Outcomes and Impacts :

First, describe the mechanism and schedule for data collection regarding impact on the institution and the key questions or areas of focus that guided the design of the mechanism. Mechanisms might include but are not limited to interviews, surveys, activity reports, other institutional reports, strategic plan measures, performance measures, program review, budget reports, self studies, etc. This section is where you may report measurable benefits to the institution such as image, town-gown relations, recognition, retention/recruitment, or other strategic issues identified by your institution as goals of its community engagement agenda and actions.

In February of 2018, OCE staff were asked by the Office of the Provost to assess the ways in which OCE offered “Programs of Distinction” that would increase demand for seeking an education at the University of the South when shared more effectively.

We used data for our annual report, updated to meet this mid-year request, to show the ways in which we were meeting these expectations. We learned we could offer better information in advising students and provide an account of our work that would create additional demand. We reported the following:

1. Program is recognized as a program of excellence among peer programs.
2. Program has received State/National/ Collegiate Association Awards.
3. Program has received/significant grant funding.
4. Innovative instructional approaches are used with demonstrated positive student outcomes (university, field/peer recognition).
6. Program has faculty of distinction leading it.
7. Program produces demonstrated high rates of positive student outcomes (student academic success, intellectual/personal growth, post-collegiate success).
8. Program has documented positive student feedback—and high levels of ongoing student engagement.
10. Program data demonstrates how it advances fulfillment of the university's/college's diversity and inclusion goals.
11. Program fosters community cohesion, health, and well-being (EQB Fulfillment).

We offered evidence supporting a positive answer to each question, but we also felt we could improve in each of these categories. We plan to update our answers to these questions annually and establish three-year and five-year goals for reasonable improvement in each category.

The University has the goal of developing a civic engagement program of distinction but has also sought a more granular analysis of whether it is in a position of being recognized as a program of excellence among peers. Using the NIICE survey, we will regularly review how the process of institutionalizing civic engagement at the University has followed patterns and best practices at other higher education institutions. We will undertake this more granular assessment once every three years.

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The data we reported to NIICE was intentionally conservative: We did not offer affirmative answers if we were unsure if we should respond in the affirmative. We were instead seeking to get the most conservative account of where we stood in relation to other institutions and the NIICE ideal. Given our conservative approach, we believed that our total score of 153 relative to the Carnegie mean of 184 was good news. Beyond the specific outcomes--which we will not list here--we thought that it was clear that the significant impact our recent work (since 2012) puts us on the road to successful institutionalization of civic engagement with clear next steps: improving institutional architecture and policies, offering programs to support faculty development, and convening an advisory board composed of a range of stakeholders.

We plan to update the NIICE survey every three years to measure own development against national trends.

F.5 Does the institution use the data from these assessment mechanisms?

Yes

F.5.1 Describe how the institution uses the data from the assessment mechanisms:

Using examples and information from responses above, provide specific illustrations of how the impact data has been used and for what purposes.

Faculty data

Building on results from the 2016 faculty survey in 2017 and 2018, OCE introduced three workshops for faculty and staff in civic engagement curricular and co-curricular pedagogies. These efforts are improving faculty's sense of reciprocal engagement with the community and developing faculty's civic skills. As a result, we expect that faculty's understanding of the social impact of their disciplines will improve.

Institutional data

In response to NIICE data and faculty survey data described in F.5.1, we have created a learning community of civic engagement faculty fellows and addressed related institutional infrastructure. The learning community was inaugurated by two workshops on civic engagement pedagogy and continues through monthly meetings. Meetings offer project development support, and address policy issues related to academic civic engagement, including determining course criteria. The learning community of fellows will function as the review committee for civic engagement courses.

In addition, it became clear from NIICE that we lacked a formal advisory mechanism for civic engagement activities that would add a dimension of regularity and seriousness to our interaction with stakeholders including community partners, staff and students. The Provost has tasked OCE with developing a Civic Engagement Advisory Council which "will help to shape the Office's and the institution's civic engagement priorities... and keep Office staff and partners up to date with emerging community issues and opportunities for social change."

Community data

As a result of our inventories of civic engagement programs, and analysis of the assets of the South Cumberland Plateau's communities, the University, and SCCF, we have considered what it would mean for the University to become an anchor institution. We have begun to understand our work as the link between the University's well-being and "the well-being of the community in which it is anchored." Utilizing this anchor institution model, OCE

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underwent an intensive planning process that culminated in a 26-page "Office of Civic Engagement Strategic Framework 2018-2020" that outlines our goals for collaborative initiatives with our partners, as well as internal organizational objectives. This document has been approved by the Provost will be used with SCCF and community stakeholders to develop a collective social impact model for the South Cumberland Plateau by the end of the calendar year 2019.

Student data

NSSE data indicate the following reduction in service-learning courses at the freshmen level
Students reporting participating in service learning in 2014:

Freshmen: 42% compared to the peer group of 37%

Seniors: 58% compared to the peer group of 48%

In 2017

Freshmen: 35% compared to the peer group of 38%

Seniors: 61% compared to the peer group of 55%

This drop in freshmen numbers may indicate changes in faculty staffing due to early retirement, and, therefore, a reduced number of community engagement courses.

These results have reinforced our reasons for recruiting civic engagement faculty fellows to bolster civic engagement courses offered, and have also led OCE to incorporate succession planning in its ongoing strategic planning for the institutionalization of civic engagement, both with OCE and in the faculty.

F.6 In the past 5 years, has your campus undertaken any campus-wide assessment of community engagement aimed at advancing institutional community engagement?

Yes

F.6.1 What was the nature of the assessment, when was it done, and what did you learn from it?

Describe how you used specific opportunities and tools for assessing community engagement on your university (opportunities might be a strategic planning process, a re-accreditation process, the self-study and external review of a centre for community engagement, or others; tools might be the ERA Engagement and Impact assessment data; The Voice Survey; Reprtrak Survey; SAGE/Athena SWAN data as example sources.

In 2012, we began a campus-wide assessment of community engagement with the NASCE survey. We planned to take the survey every three years but were not able to retake the survey until 2016, after the strategic reorganization of the Office of Civic Engagement in 2015. By the time of the 2016 survey, we had developed an administrative structure for OCE that allowed us to regularly track community engagement and service activities.

From NASCE, we learned that our service requirements here, which are robust--80% of our students do some service--do not produce a strong sense of satisfaction. To the survey prompt, "Overall, I am satisfied with my personal level of involvement," 55% of students expressed agreement, (40% disagreement and 5% strong disagreement), down from 60% in 2012. We also discovered that of people who do not serve, 60 percent say "no one has ever really asked me," and 50 percent say they "do not know what is available." As a result of this survey, we began working with the Office of the Dean of Students to support Greek chapters' partnerships with

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community organizations, so as to move a large number of students away from shallow, one-time service. That has resulted in at least three Greek organizations developing these partnerships. We have also begun regularly promoting service opportunities through a weekly email newsletter, postings using GivePulse and Engage, and through regular volunteer orientations and advising sessions at the Office of Civic Engagement.

In 2015 through 2016, we began data aggregation in earnest for our regional re-accreditation by the Southern Association of Colleges and Schools (SACS) and for our application for the Corporation for National and Community Service (CNCS) President's Higher Education Community Service Honor Roll. We were successful in our portion of the SACS report on community service. We never heard back from CNCS about our President's Honor Roll application. Still, these efforts helped prepare us for systematic tracking and assessment, which we started in 2016.

In September 2017, we took an early version of the NIICE survey and consulted with Marshall Welch in 2017 and again in 2018. These consultations with Welch, using the NIICE data, were aimed at deepening the upper administration's commitment to institutionalizing civic engagement through the development of an institutional advisory board, a revised promotion and tenure policy, and clarified concepts of civic engagement.

In 2018, we engaged in a year-long strategic planning process, led by Karen Proctor, assistant to the provost, and Eric Hartman, vice president for institutional effectiveness and risk management. In this process, we used the Anchor Institution Dashboard to assess our engagement with local communities. From that assessment, we developed a local anchor dashboard based on our sense of community aspirations and University resources. We are using this dashboard in year-long community development planning with our partner, SCCF and community organizations and leaders in our local partnership network.

G. Faculty and Staff

G.1 Does the institution provide professional development support for faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) and/or staff who engage with community?

Yes

G.1.1 Describe professional development support for faculty in any employment status and/or staff engaged with community:

Most universities offer professional development – what is being asked here is professional development specifically related to community engagement. Describe which unit(s) on campus provides this professional development, and how many staff participate in the professional development activities that are specific to community engagement.

In 2017 and 2018, we offered two community engagement pedagogy workshops led by Marshall Welch. The first (October 2017) offered Welch's OPERA workshop and took place over a two-day period. It was attended by 7 faculty members, including 5 civic engagement faculty fellows, 3 OCE staff, and one faculty member with an administrative role. A second workshop on reflection was attended by 7 faculty members, 2 staff, and 3 faculty members with administrative roles.

The second workshop was part of a grant-funded Course Redesign Academy co-sponsored by the Center for Teaching, OCE, and the Office of the Dean of the College. This academy consisted of a plenary training, along

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with several tracks, two supporting civic engagement initiatives: the second version of Marshall Welch's civic engagement pedagogy workshop, and a plenary for all 30 participating faculty members on Dialogue Across Difference, along with a course redesign track designed to facilitate dialogue in courses. 7 faculty (2 civic engagement faculty fellows), 2 OCE staff, and 1 faculty member with administrative duties attended the civic engagement pedagogy workshop. 25 attended the plenary on dialogue across difference and 11 attended the facilitating dialogue in courses workshop. The two dialogue sessions were facilitated by OCE's Director of Dialogue Across Difference Programs, and were designed to develop skills in facilitating and engaging in difficult dialogues.

During the two times that Marshall Welch was on campus, he met with the staff of OCE as a group and individually to discuss their role in the office and the way in which their roles could be advanced in light of best practices codified in NIICE.

During the spring semester of 2015, OCE, the University's Collaborative for Southern Appalachian Studies, and the Sewanee-Yale Collaborative sponsored a faculty-staff-student lunch series on the Strategic Framing of Social Issues, based on a curriculum developed by the MacArthur Foundation award-winning Frameworks Institute. Over thirty participants attended at least once, with thirty attending more than once (7 students, 3 community members, 7 staff, and 10 faculty members from sciences, humanities, and social sciences).

As a follow-up, we were able to offer a workshop in strategic framing research during the summer of 2018. This research is designed to unearth dominant frames that impede understanding of expert opinions used to defend changes in policies and practices. This workshop was attended by 6 faculty members, 5 staff, and 2 AmeriCorps VISTAs representing 2 community partners. Faculty and staff formed two groups to do research on campus climate issues relating to sexual assault and inclusivity, the other to do research in local communities on drug abuse, housing, and youth development.

In 2017, OCE started a civic engagement faculty fellows program that offers training and an ongoing learning community for civic engagement faculty fellows. During fall semester 2018, it was attended by 10 civic engagement faculty fellows and during spring semester 2019, it will be opened to faculty generally.

G.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
G.2 Facilitation of partnerships	Yes	Yes	Yes	Yes
G.2 Student teaching assistants				
G.2 Planning/design stipends	Yes	Yes		
G.2 Support for student transportation	Yes	Yes	Yes	Yes
G.2 Eligibility for institutional awards				
G.2 Inclusion of community engagement in evaluation criteria				
G.2 Program grants	Yes	Yes	Yes	

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G.2 Participation on campus councils or committees related to community engagement	Yes	Yes	Yes	Yes
G.2 Research, conference, or travel support	Yes	Yes		Yes
Other	Yes			

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

We have begun to experiment with teaching assistants, through independent studies, but have yet to systemize and promote that. Interest o developing this is high, and we plan to develop this opportunity next year.

G.3 Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty in any employment status and staff with expertise in and commitment to community engagement?

Yes

G.3.1 Describe these specific search/recruitment policies or practices and provide quotes from position descriptions:

When the OCE is informed that faculty and staff positions are open where expertise in or commitment to community engagement might be an advantage, we seek to play a role in the campus interview process.

We have begun to discuss whether it makes sense to include in faculty recruitment the announcement that The University South invites and supports academic community/civic engagement. We plan to pursue that discussion next year.

G.4 Are there institutional-level policies for faculty promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? If there are separate policies for tenured/tenure track, full time non-tenure track, and part time faculty, please describe them as well.

No

G.4.1 Use this space to describe the context for policies rewarding community-engaged scholarly work:

"Academic scholarly work that uses community-engaged approaches and methods" refers to community engagement as part of teaching, research and creative activity, and/or service; i.e., community engagement as part of staff roles.

Characteristics of community engagement include collaborative, reciprocal partnerships and public purposes.

Characteristics of scholarship within research and creative activities include the following: applying the literature and theoretical frameworks in a discipline or disciplines; posing questions; and conducting systematic inquiry that is made public; providing data and results that can be reviewed by the appropriate knowledge community, and can be built upon by others to advance the field. Universities often use the term community-engaged scholarship (sometimes also referred to as the scholarship of engagement) to refer to inquiry into community-engaged teaching and learning or forms of participatory

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action research with community partners that embodies both the characteristics of community engagement and scholarship. In response to this question, if appropriate, describe the context for these policies; e.g., that the university went through a multi-year process to revise the guidelines, which were approved in XXXX and now each department has been charged with revising their departmental-level guidelines to align with the institutional guidelines regarding community engagement. .

Promotion and Tenure (P&T) are still formally based on explicit policy on teaching, scholarship, and service, which do not explicitly include community-based teaching, research, or service. There is no institutional language that specifically rewards faculty scholarly work that uses community-engaged approaches and methods. That said, the College awards tenure to faculty whose scholarly work does, in fact, use community-engaged approaches and methods.

Our current practice belies this formal policy, however. One department, Psychology, makes explicit in its department specific statement that research includes community-engaged research.

Two faculty who are mid-level--associate or recent full professors, one from psychology (Carl Bardi) and one from art (Greg Pond) indicated that they used what is now called community engagement projects in their most recent application for promotion.

One other faculty member, who had non-tenure track a teaching faculty appointment, used her community-engaged teaching and research in her successful application for that position.

Of the eight current civic engagement faculty fellows who are tenure track but not tenured, six included an account of the community-engaged work in their most recent pre-tenure review and one other said he intended to use it in his next review.

The Dean of the College has proposed a change of language to include community-engaged research, along with other forms of engaged scholarship, in the explicit policy on P&T. This proposal is moving through faculty committees.

G.5 Is community engagement rewarded as one form of teaching and learning ? Include tenured/tenure track, full time non-tenure track, and part time faculty if there are policies that apply to these appointments.

No

G.5.1 Please cite text from the faculty handbook (or similar policy document):

As indicated above, in practice, faculty do offer evidence of and are rewarded for teaching in their P&T portfolios:

At the request of the Sewanee Village Implementation Plan students worked with Assistant Professor Keri Watson in the Department of Earth and Environmental systems to establish a baseline for monitoring of changes in hydrologic response that result from the addition of impervious surface and the implementation of stormwater management projects to protect Sewanee's watershed integrity both on the plateau and below.

Assistant Professor Katharine Cammack worked with students in Psychology and the Program in Neuroscience, Ashley Krueger and Victoria Collins, in partnership with the Grundy County Safe Communities Coalition, to (a)

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develop and conduct a survey-based study on the prevalence, sources, and perceptions/attitudes related to alcohol and drug use in local adolescents, and (b) evaluate evidence-based drug education curricula that, based on the data collected above, would be most relevant and effective to this group of adolescents.

Professor of Politics JoyAnna Hopper in her Politics 421: Reaching Community Policy Goals worked with Grundy Safe Communities Coalition Fall 2018. Based on student research, the coalition is going to implement one of the student-proposed programs, Lifeskills Training, for public school counselors in 2020. And the next iteration of Politics 421 will continue offering research support, along with assessing the success of Life Skills.

Assistant Professor of Earth & Environmental Systems Russell Fielding's environmental health research in the Caribbean with a team of Sewanee students relies upon local collaboration and will provide benefits to the local communities in the form of information regarding exposure to certain environmental contaminants. Professor Fielding's new book, *The Wake of the Whale: Hunter Societies in the Caribbean and North Atlantic* chronicles this work.

G.6 Is community engagement rewarded as one form of research or creative activity? Include tenured/tenure track, full time non-tenure track, and part time faculty if there are policies that apply to these appointments.

Yes

G.6.1 Please cite text from the faculty handbook (or similar policy document):

As indicated above, in practice, faculty do offer evidence of and are rewarded for community-engaged research in their P&T portfolios. This practice is made explicit in the Psychology Department policy on Promotion and Tenure:

Psychology Department recognizes that certain types of scholarship, which we encourage faculty to engage in and which we place high value on (such as but not limited to interdisciplinary research, collaborative research involving multiple faculty members, community-engagement research, longitudinal research, research involving new methodologies or the development of such, and laboratory research involving students) can be very time-consuming and may require, for their success, an extended timeline. We, therefore, place an emphasis on the quality of the entire research process, including scholarly products, with recognition that both higher quality and certain types of scholarship (e.g., interdisciplinary projects involving a range of faculty and students, student-driven research with faculty mentorship, community-based program development, and research) may require a longer timeline.

G.7 Is community engagement rewarded as one form of service? Include faculty from any employment status if there are policies that apply to these appointments.

No

G.7.1 Please cite text from the faculty handbook (or similar policy document):

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No. Generally at Sewanee the service requirement refers to University service. We have yet to consider whether "service" might include service outside the University. We have decided to address community-engaged research first and will take on teaching and serve as secondary and tertiary steps.

G.8 Are there 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? Are there policies for tenured/tenure track, full time non-tenure track, and part time faculty in reappointment or promotion considerations?

No

G.8.1 List the colleges/schools and/or departments.

Yes, see the answers offered above.

G.8.2 What percent of total colleges/schools and/or departments at the institution is represented by the list above?

-- empty or did not respond --

G.8.3 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:

-- empty or did not respond --

G.9 Is there work in progress to revise promotion and tenure (at tenure granting institutions) guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?

Yes

G.9.1 Describe the current work in progress, including a description of the process and who is involved. Describe how the president/chancellor, provost, deans, chairs, faculty leaders, chief diversity officer, or other key leaders are involved. Also describe any products resulting from the process; i.e., internal papers, public documents, reports, policy recommendations, etc. Also address if there are policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty:

Until 2018-19, the College has had, beyond general policies for Promotion and Tenure, academic departments' specifications of how those general requirements would be understood. This allowed for a healthy pluralism.

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One department, Psychology, has explicitly indicated that community engagement is welcome in teaching and scholarship. For the most part, both College and department written policies reflect commitments and practices of teaching and research that pre-date practices developed since 2011.

To clarify the character of recent changes in practice, even in the last year, thirty faculty members and staff were enrolled in a two day Course Redesign Academy in which all participants were involved in a presentation on best practices on inclusivity in the classroom and dialogue across difference. A two day civic engagement workshop included a section on the scholarship of engagement with Marshal Welch. This course redesign academy offered an intensive workshop on topics and practices that the Center for Teaching has been offering since 2012, with four sessions in inclusivity in the classroom since January 2017, one workshop on civic discourse, and one on civic engagement pedagogy and the scholarship of engagement.

In order to clarify its commitment to a variety of increasingly important engagement research and pedagogical practices, the Office of the Dean of the College, under the direction of the the Dean of the College and the Associate Dean of the College Dean of the College for Faculty Development, as the culmination of a multi-year task force on inclusion, has developed a draft revision of the general College policy on promotion and tenure that would clarify the College's general commitment to engaged scholarship. Here is the text of this proposed revision:

"Faculty scholarship and creative production evaluated in the promotion and tenure process may include the scholarship of teaching and learning, civically engaged scholarship (involving collaboration between faculty and community members to combine academic resources and local knowledge to address community issues and needs.), digital scholarship, and interdisciplinary work. External grant-seeking efforts, though not required, provide additional evidence of an active scholarly agenda."

At the time of this submission, this proposal has been reviewed by the Civic Engagement Faculty Fellows, the College Coordinating Committee, the Department and Program Chairs in preparation for submission to the College Faculty for approval. Once approved by the College Faculty, this proposal will also be submitted to the Faculty of the School of Theology for review and approval.

The timing of this proposal is reflective of the University's increasing encouragement of engaged research and pedagogy of the last ten years. The result of that encouragement is that engaged research and pedagogy has become normative in practice but not yet acknowledged explicitly in Promotion and Tenure policies.

This proposal is the first of multiple steps that will first acknowledge engaged research, and add engaged pedagogy in subsequent steps. Moreover, in subsequent steps, departments will be asked to update their department specifications for Promotion and Tenure to include the ways in with engaged research and pedagogy are to be rewarded.

G.9.1.1

At this point, applicants are urged to review the responses to Foundational Indicators and Institutional Commitment sections above and determine whether Community Engagement is "institutionalized"—that is, whether all or most of the Foundational Indicators have been documented with specificity. If it is determined that the evidence of institutionalization is marginal, applicants are encouraged to continue with the process to help with self-study and assessment to guide deeper institutional engagement. If a campus submits an application and is not successful in achieving the classification, their participation in the process will not be made public by the Foundation and they will be offered the opportunity to receive individualized feedback on their application in the spring of 2020 to assist them in advancing their community engagement

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work toward a successful application in the 2025 classification cycle.

III. 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 university may use another term such as service-learning, community-based learning, public service courses, etc.

A.1 Teaching and Learning

A.1.1 Does the institution have a definition, standard components, and a process for identifying community-engaged courses?

Yes

A.1.1.1 Discuss how your institution defines community-engaged courses, the standard components for designation, and the process for identifying community-engaged courses:

If your institution formally designates community-engaged courses, please provide the definition used for community engaged, the standard and required components for designation, and the process of application and review/selection for designation.

OCE has adopted the following civic engagement course designation to be implemented in 2019-20.

Criteria for Civic Engagement Courses

Civic engagement courses incorporate projects (called here "deliverables") agreed to by a community partner or partners that are expressly deemed by the community partner to benefit the community while achieving student learning outcomes:

Typical Benefit: Support community partner(s) through mutually agreed upon course deliverables. (These can be various: policy analyses, best practice research, tutoring, development of an implementation of a nutritional workshop, health clinic support, and so forth.)

Typical Learning Outcome 1: Promote increased student civic awareness arising from working with a community partner(s) to understand and address community challenges, take advantage of community assets to support community change, or benefit the community in other ways.

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Typical Learning Outcome 2: Enhance students' understanding of the course content and its application or relation to community circumstances.

Additional learning outcomes relating to academic civic engagement are also possible, such as enhancing students' appreciation for the varieties of knowledge, experiences, relationships, and skills critical to civic responsibility, and the interplay between scholarship, community life, and civic responsibility.

It should be noted that deliverables that are expressly deemed by the community partner to benefit the community could be either short-term outcomes, tied to a specific course project, or long-term impacts tied to the planned repetition of the course over time.

Moreover, civic engagement courses will

Use reflection, the "intentional consideration of experiences in light of instructional objectives" to promote student learning outcomes, and

Offer a method of assessing the course deliverable and student learning outcomes, and use those in planning future course modifications.

NOTE: The weight of the civic engagement project in calculating final grades should be included in the syllabus, including the percentages the project(s) and related reflection assignments will count in the final grade.

A.1.1.2 How many designated for-credit community-engaged courses were offered in the most recent academic year?

17

A.1.2 What percentage of total courses offered at the institution?

2

A.1.3 Is community engagement noted on student transcripts?

Yes

A.1.3.1 Describe how community engagement is noted on student transcripts:

The only designation we currently use is for students who complete the Certificate in Civic and Global Leadership.

A.1.4 How many departments are represented by those courses?

4

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A.1.5 What percentage of total departments at the institution?

19

A.1.6 How many faculty taught community-engaged courses in the most recent academic year?

19

A.1.7 What percentage are these of the total faculty at the institution?

8

A.1.8.1 What percent of the faculty teaching community-engaged courses are tenured/tenure track?

52

A.1.8.2 What percent of the faculty teaching community-engaged courses are full time non-tenure track?

5

A.1.8.3 What percent of the faculty teaching community-engaged courses are part time?

42

A.1.9 How many students participated in community-engaged courses in the most recent academic year?

204

A.1.10 What percentage of students at the institution?

12

A.1.11 Describe how data provided in questions 2-10 above are gathered, by whom, with what frequency, and to what end:

Data for A1.2 - 10 are gathered by querying the University Registrar's database of courses, searching for the

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“Community Engagement” designation for courses. Enrollment data of the various sections is gathered from this database as well. Information on FTE of the College during the 2017 - 2018 academic year is gathered from the Office of Institutional Research’s enrollment reports. The list of departments and interdisciplinary programs is found in the College’s online catalog. Faculty data is reported from the University’s Common Data Set (CDS) for the 2017 - 2018 academic year. The Office of Civic Engagement reports on and archives this data for its annual report, which is used in the University’s annual assessment of civic engagement and faculty development program development planning

A.1.12 Are there institutional (campus-wide) learning outcomes for students' curricular engagement with community?

Yes

A.1.12.1 Describe the institutional (campus-wide) learning outcomes for students' curricular engagement with community.

Please provide specific and well-articulated learning outcomes that are aligned with the institutional goals regarding community engagement. Learning outcomes should specify the institutional expectations of graduates in terms of knowledge and understanding, skills, attitudes, and values. Those outcomes are often associated with general education, core curriculum, and capstone experiences that include community engagement.

Institutional (campus-wide) learning outcomes

The University’s general education requirements have the expressed goal, connected to the University mission, of training “students to cooperate and collaborate, to engage in civil dialogue, and to analyze complex problems and produce creative solutions. The thoughtful engagement of students in coursework and other learning endeavors, on campus and beyond, builds the foundation for their active citizenship and for lives of personal fulfillment involving a commitment to service, achievement, and a reverent concern for the world.”

These outcomes are measured campus-wide through those aspects of NSSE related to civic engagement, social justice, and service-learning.

Although we find the NSSE survey valuable, we believe that a more granular approach to student outcomes is also required. We have partnered in phase one of this assessment program with the Office of Institutional Effectiveness, Career and Leadership Development, and the Office of Global Citizenship to develop this approach.

On a three-year basis, we are surveying faculty for their perception of the learning outcomes they discern in their students through community engagement courses. Moreover, beginning in 2018, the University adopted the learning goals expressed the Globalsl’s Global Engagement Survey (GES) as the learning outcomes for all the University’s co-curricular and curricular community engagement experiences for students. Prior to that, we adopted the AAC&U’s Civic Engagement Value Rubric, but did not feel that we had a rigorous method for applying it in varying contexts. We found that Globalsl’s GES survey resolved these issues for us. We began the use of GES in our co-curricular offerings and will begin using it in curricular offerings in 2019. The GES assessment considers civic engagement learning outcomes with respect to the three components of global civic learning: global citizenship, cultural humility, and critical reflection.

GES uses eight scales, along with sixteen related, responsive open-ended questions:

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Cultural Humility
Openness to diversity
Self-awareness
Global Citizenship
Civic efficacy
Political voice
Conscious consumption
Global civic values
Human rights beliefs
Critical Reflection
Critical reflection

We are using this scale to clarify the range of learning outcomes in curricular and co-curricular civic engagement experiences at the University, to generate faculty and staff reflection on possible learning outcomes they wish to emphasize in their programs, and to understand the various ways our individual programs contribute to global civic learning.

A.1.13 Are institutional (campus-wide) learning outcomes for students' curricular engagement with community systematically assessed?

Yes

A.1.13.1 Describe the strategy and mechanism assuring systematic assessment of institutional (campus-wide) learning outcomes for students' curricular engagement with community:

We have a triangulated strategy for assessing campus-wide learning outcomes for students' curricular engagement with community:

In 2016, we adopted the Washington Campus Compact Faculty Engagement Survey survey because of its comprehensive data collection from faculty in service-learning and community engagement. We use this survey every three years to assess student learning outcomes, including student cognitive and behavioral outcomes, from community engagement courses.

In 2018, we instituted the use of Globalsl's Global Engagement Survey (GES), which offers student self-reports. As with our faculty survey, we have multiple goals related to the use of GES. We will use GES as a comprehensive assessment tool to survey all students who participate in our civic engagement offerings, including courses, academic year service internships, alternative break trips, and summer civic engagement internships. We received our first annual Globalsl report in March 2019. In addition to administering this survey to the programs of the OCE, we have begun discussions with programs whose missions resonate with OCE's to determine their interest in using this assessment tool.

To capture general civic learning outcomes for students of the University, we are using NSSE/FSSE surveys to assess changes from freshman to senior year, both to understand the use of civic engagement high impact practices longitudinally, and to compare the results to peer institutions. We will add two optional modules in the next use of this survey: Civic Engagement, which complements questions on the core survey about service-learning, community service or volunteer work, and active citizenship; and Inclusiveness and Engagement with Cultural Diversity, which explores students' exposure to inclusive teaching practices and intercultural learning. Although NASCE does not assess for learning outcomes, we include it here, since it provides a vehicle for

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assessing campus-wide perceptions of community engagement by students, and their general satisfaction with campus offerings.

We have established the following schedule for these assessments:

2019

GES: 3 times per year

NASCE

WCC Faculty Survey

2020

GES: 3 times per year

NSSE

2021

GES: 3 times per year

A.1.13.2 Describe how the assessment data related to institutional (campus-wide) learning outcomes for students' curricular engagement with community are used:

The Office of Civic Engagement has used assessment data in the process of our Plan-Do-Study-Act (PDSA) cycle Model for Improvement:

Step 1: Plan—Plan the test or observation, including a plan for collecting data

Step 2: Do—Try out the test on a small scale

Step 3: Study—Set aside time to analyze the data and study the results

Step 4: Act—Refine the change, based on what was learned from the test

We adopted this improvement model in our reorganization of OCE in 2015, and have used it to assess our current community engagement courses. We decided, based on data collected, that we needed increased clarity about the nature and goals of our civic engagement curriculum. We now have specific guidelines for approval of civic engagement courses, which have emerged from our mission statement, our definition of civic engagement, and from pedagogy workshops, themselves based on best practices offered in Marshall Welch's O.P.E.R.A. workshop. Our assessment process also caused us to select and use the full complement of supportive assessment mechanisms described above, consistent with our clarified mission and curricular goals, which we have started to use to assess our current action step.

Starting in 2019, in addition to reporting these assessment results to our office staff, this data will be communicated quarterly to the Civic Engagement Advisory Council, which will include stakeholders from the faculty, community, and student body. This council will be chaired by the Provost. The data we are collecting will be assessed in relation to the University's purpose, its civic engagement mission, our civic engagement learning outcomes, and community-supported targeted social impact goals. Reports on the council's assessments and recommendations will be communicated to the higher Administration and will be directly overseen by the Office of the Provost.

A.1.14 Are there departmental or disciplinary learning outcomes or competencies for students' curricular engagement with community?

No

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A.1.14.1 Provide specific examples of departmental or disciplinary learning outcomes for students' curricular engagement with community:

We have adopted campus-wide learning outcomes, but have not fostered any consideration of department- or discipline-specific learning outcomes. Next year, OCE will partner with the Center for Teaching to discuss Global's global learning model and the Global Engagement Survey tool. In addition, we expect a robust consideration of department- and discipline-specific approaches to civic engagement research, pedagogy, and student learning outcomes once the College has adopted a revised Promotion and Tenure that includes civic engagement research.

We realize that this initial step does not yet address the question of discipline-specific learning outcomes in teaching, but we see it might be a natural next step as following the disciplinary specifications of civically engaged research

A.1.15 Are departmental or disciplinary learning outcomes for students' curricular engagement with community systematically assessed?

No

A.1.15.1 Describe the strategy and mechanism assuring systematic assessment of departmental or disciplinary learning outcomes for students' curricular engagement with community:

See the previous answer.

A.1.15.2 Describe how assessment data related to departmental or disciplinary learning outcomes for students' curricular engagement with community are used:

-- empty or did not respond --

A.2. Curriculum

A.2.1. Is community engagement integrated into the following curricular (for-credit) activities? Please check all that apply, and for each category checked, provide examples.

Curriculum	Selected	Description
Student Research	Yes	Community engagement at the University features undergraduate research in courses, and in independent study and senior capstone projects. Course-based examples include the following:

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		<p>In 2017, a first-year program “Finding Your Place” capstone project on the legacy and chronology of coal in Grundy County, designed by a student from Grundy County, which provided impetus for Professor Chris McDonough, from Classics, and another student from Grundy County, to develop a nationally-recognized video documentary on community tension created by the explosion at Mine 21 in 1981.</p> <p>At the request of the Sewanee Village Implementation Plan, students worked with Professor Keri Watson in the Department of Earth and Environmental systems to establish a baseline for monitoring of changes in hydrologic response that result from the addition of impervious surfaces, and the implementation of stormwater management projects to protect Sewanee’s watershed integrity both on the plateau and below.</p> <p>Professor Katharine Cammack worked with two students in Psychology and the Program in Neuroscience, Ashley Krueger and Victoria Collins, through a partnership with the Grundy County Safe Communities Coalition to (a) develop and conduct a survey-based study on the prevalence, sources, and perceptions/attitudes related to alcohol and drug use in local adolescents, and (b) evaluate evidence-based drug education curricula that, based on the data collected above, would be most relevant and effective to this group of adolescents.</p> <p>Students have also integrated significant community engagement into capstone projects: Lauren Newman, C’18, Environmental and Sustainability major, in her “Cultivating More Sustainable Communities: A Look at How Urban Agriculture Nonprofit Organizations are Addressing Gentrification in the Nation’s Capital,” worked with six urban garden nonprofit organizations in Washington, D.C. to conduct interviews and develop a list of best practices to help ensure these nonprofit organizations continue to serve the individuals most in need of the services they provide.</p> <p>In her “The Osprey Center: Exploring how to Sustain a Nature Center,” Rebecca Brewer C’18 completed a senior capstone project in Environmental Studies, which grew from a partnership with the Grace Point Camp and Retreat Center to explore how to sustain its nature center, which has with an environmental education program.</p> <p>In her capstone in the Certificate for Civic and Global Leadership, Kelsey Arbuckle C’19 contracted with the National Diaper Bank in New Haven, Connecticut to study “The Effects of Framing on the Overall Success of Diaper Banks and Programs.” She worked with the National Diaper Bank Network to provide them with useful analysis on how their message is being framed across their network. Kelsey elected to do an independent study follow up examination of the most effective message framing for the network.</p>
Student Leadership	Yes	<p>In 2012, the Office of Civic Engagement adopted the Bonner Foundation’s Four-Year Student development model and localized it for our own purposes. We expressly integrate the development stages in the Bonner curriculum while offering significant weight to students’ passion, leadership interest, and level of maturity in the assignment of leadership roles.</p> <p>Having a wide array of student leadership opportunities and training through the Office of Student Life, the Career and Leadership Development Office, the Medical and Health Programs, the Office of Environmental Stewardship and Sustainability, and in OCE programs, the University decided it needed to develop an academic program in leadership development. After three years of planning, in Spring 2018 semester, the Certificate in Civic and Global Leadership was launched. The Civic and Global Leadership Certificate offers two tracks of academic study and credit designed to complement students’ academic year or summer civic engagement internships. Only students planning to complete 500 hours of service through an academic year or summer internship are eligible to apply. A key text in the certificate gateway course is Komives and Wagner, Leadership</p>

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		<p>for a Better World: Understanding the Social Change Model of Leadership Development (2016). This text is used to integrate the examination of academic tools usable for social change with practical internship experience.</p> <p>In addition to the sophomore-level course, three elective courses are required for each of the two tracks: Development and Human Capabilities or Community and Global Health. Students complete the certificate during their senior year by working on a capstone project. Integrating theory, methods, and analytical tools central to academic approaches to civic engagement and leadership with their concentration coursework, students in this seminar work with faculty and community partners to design and complete a semester-long research project that builds on a community-identified opportunity.</p> <p>The certificate program's first capstone project is being written during the fall semester of 2018. Kelsey Arbuckle, C'19, a senior, worked with the director of the National Diaper Bank Network (NDBN) in New Haven, Connecticut to provide a communication analysis of local diaper bank web pages using tools from Frameworks Institute. The project will offer NDBN's marketing and communication team new strategies for effectively framing diaper need on the local level, allowing the NDBN to modify its training for local diaper banks.</p>
Internships, Co-ops, Career exploration	Yes	<p>Community engagement is integrated into fifty-four (2017 - 2018) academic year co-curricular internships administered by the Office of Civic Engagement. In addition, community engagement is integrated into the AmeriCorps Summer VISTA program (18 placements in 2018), civic engagement summer internships (23 placements in 2018) collaboratively administered by OCE and the Career & Leadership Development Office, and additional "Ministry and Service" internships administered by the Chaplain's Office, the Career & Leadership Development Office, and OCE.</p> <p>Although the University has not until recently offered academic credit for internships, it now offers pass-fail credit for some summer internships if the internship sponsor requires that.</p> <p>Students who plan to intern for at least five-hundred hours in any of our year-long or summer internship programs can enroll in the Certificate for Civic and Global Leadership and receive correlative academic credit that builds on and rewards their community engagement internship work.</p> <p>Community engagement is integrated into all of the above internship and career exploration opportunities by advancing regular reflective practice, adopting collaborative work plans that are negotiated by partners and students/programs, and by providing mechanisms for feedback from community partners. Reflection is woven into our academic year co-curricular internship programs, with an intentional, one hour time for reflection on a monthly basis. In addition, the Global Engagement Survey is utilized with all of the above groups to gauge civic learning.</p>
Study Abroad	Yes	<p>Sewanee's Office of Global Citizenship is dedicated to promoting activities that link the University with the rest of the world, and to training students as global citizens. As part of that effort, it strives to cultivate global citizens in our community who can effectively engage across boundaries--linguistic, cultural, class, and religious--and create positive change. Some of the 400 study abroad or away programs the University has approved have offered service learning and community engagement options for interested students, such as International Partners for Service Learning, prominently featured on the Global Citizenship website, as well as IES Abroad, Council on International Education Exchange (CIEE) and the School of International Training (SIT). Those who wish to engage in co-curricular service in another country have several possibilities coordinated through OCE, especially alternative break trips and summer civic engagement internships.</p>

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		<p>In addition to these study abroad service programs, The Office of Global citizenship offers two courses, one designed to prepare students to go abroad and the other designed to help them reintegrate upon their return. GLBL 101, Global Citizenship and Study Abroad, prepares students for study abroad experiences by introducing them to concepts of global citizenship, techniques for field investigation (borrowed mostly from anthropology), and, to a lesser degree, social processes of integration into a new host culture. GLBL 102, Global Citizenship and Reflecting on Study Abroad, asks students to reflect on their study abroad experiences and what it means to be a global citizen. The course also helps students to integrate their study abroad experience with their academic and co-curricular work. Students discuss reverse cultural shock and readjustment to social life in the U.S.</p> <p>The Office of Global Citizenship has adopted Globalsl's vision of global learning and has piloted the use of the GES survey and the step toward developing a global learning framework for all of its study away programs.</p>
Alternative Break tied to a course	Yes	<p>Most of our alternative break trips are not tied to any course, but all have robust co-curricular components including eight weeks of study in preparation for the trips, and post-trip meetings for three to four weeks to reflect, debrief, and connect their experiences to their academic study.</p> <p>The Haiti Outreach Trip offers a model for the ongoing development of our alternative break trips. This project emerged from curricular components and now has developed into a collaboration involving occasional curricular elements, alternative break trips, summer research assistantships, and civic engagement internships. Many students who take Biology 232: Human Health and the Environment also participate in the Haiti trip. Also, students who take this trip and go on to do a summer research internship in Haiti typical enroll in at least 1 - 2 semesters of independent research in the Environmental Studies or Biology Department to continue working on projects during the academic year.</p> <p>The Haiti Outreach Trip is part of a multi-year, collaborative effort called the Haiti Institute in Sewanee, which is formed from the work of Deborah McGrath, professor of biology, Pradip Malde, professor of art, Associate Director of Civic Engagement Dixon Myers, and a host of student interns, researchers, and volunteers. In 2018, students and staff on Outreach Trips to Haiti created a nursery for coffee seedlings and shade trees in Bois Joli, measured coffee plants to amass data to improve growing practices and yield planning, and more. The 2018 project was the next element of Sewanee in Haiti's seven-year partnership with a collective of coffee farmers called Zamni Kafe, or Partners in Coffee, in Bois Joli, Haiti. As McGrath says, "Our work with Zanmi Kafe over the past five years has been focused on removing small barriers and accompanying Haitian farmers as they strive to adopt more economically viable and environmentally sound agricultural systems."</p> <p>Haiti provides one example of how alternative break trips connect short term service and long-term, sustainable development projects. Given the rigorous preparation for these trips, we have explored making them credit-bearing courses. As other programs at the University have begun to develop half-credit courses for various forms of engaged co-curricular work, we plan to continue our assessment of this option.</p>

A.2.2. Has community engagement been integrated with curriculum on an institution-wide level in any of the following structures? Please select all that apply:

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Curriculum	Selected	Description
Graduate Studies	Yes	<p>The School of Theology (SoT) at the University of the South has been designated as one of the “Seminaries that Change the World by the Center for Faith and Service,” based on a range of programmatic commitments, including:</p> <p>Field-education curricular opportunities for students wishing to deeply engage their faith with service and social justice. Examples of placements include: Church of the Holy Trinity, with opportunities to work closely with people who are homeless or working poor. St. Augustine Chapel/Magdalene House/Thistle Farms, a university chaplaincy in Nashville and international leader in developing models for social enterprises that empower women survivors of trafficking, addiction, and prostitution.</p> <p>Academic support for social justice initiatives comes in the following courses: Contemporary Moral Issues. Throughout, the emphasis will be on the ethical implications of the church's apostolic mission on contemporary social issues.</p> <p>Introduction to Moral Theology (required for M.Div.). The purpose of this course is to introduce students to questions about what it means to be a moral person in our contemporary world.</p> <p>World Religions (required for M.Div.). This course will provide an introduction to world religions commonly practiced in America today and local interfaith field experience.</p> <p>In addition, the following elective courses with social justice lenses are offered: Transforming Congregations in Community. The scriptures will be examined to enable students to organize their congregations to use power relationally in order to bring about political, economic, social and spiritual transformation through their church and community.</p> <p>Caring for Marginalized Populations: Pastoral Care in Context. Young African American men will serve as a primary lens to investigate the problem of threatened hope, muteness, and invisibility. However, care for other unacknowledged groups including, but not limited to, the imprisoned, the poor, the wealthy, and the elderly will be discussed. Contextual Education II. This elective course uses the baptismal covenant to explore various biblical and theological perspectives on how to organize congregations to use power relationally in order to bring about political, economic, social and spiritual transformation using a project-based learning approach developed by Harvard University's Kennedy School of Government, and faith-rooted community organizing networks.</p> <p>Other courses with a social justice lens are: Environmental Ethics Climate Ethics Christian Social Ethics Sustainability as an Ethical Problem</p> <p>The faculty member offering these courses, Andrew Thompson, has recently become a civic engagement faculty fellow, and he is using his fellowship to redesign his courses on Environmental Ethics and Climate Ethics to include robust civic engagement projects.</p>
Core Courses	No	
Capstone	Yes	The Certificate in Civic and Global Leadership has a required senior capstone project.

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(Senior-level project)		<p>Integrating theory, methods, and analytical tools central to academic approaches to civic engagement and leadership with their concentration coursework, students work with faculty and community partners to design and complete a semester-long research project that utilizes academic tools to pursue a collaboratively designed project with a deliverable to a community partner.</p> <p>The academic year 2018-19 contained the certificates' first capstone. Senior Kelsey Arbuckle partnered with National Diaper Bank in New Haven, CT to provide a framing analysis of the websites of the network's 230 local organizations to address the question of whether local organizations talk about diaper need in a way that promotes the national network's policy and social justice commitments.</p>
First-Year Sequence	Yes	<p>Currently, the University's first-year sequence consists of an elective full-credit course. The Finding Your Place (FYP) program provides an introduction to college that focuses on intellectual, social, and community engagement during the first year experience. FYP builds skills for academic success and civic potential by bringing students and faculty together in an immersive environment, while the program's place-based approach fosters synthesis of knowledge and experience across many disciplines to prepare students for an engaged life beyond Sewanee.</p> <p>Below are course objectives that have been presented to students in the past:</p> <ul style="list-style-type: none"> *Provide a grounded introduction to college life and academics that anchors you as part of our community *Build the academic skills needed to be successful in college and beyond, particularly active reading, reflective writing, engaged discussion, and synthetic thinking *Introduce focused interdisciplinary study around the concept of place by reading, discussing, exploring, reflecting upon and engaging in this place from many disciplinary perspectives *Help develop lifelong skills to find your place. The exploration of place, and in particular, this place, is the first step towards finding your way in a new home, and in developing the skills to become rooted wherever life takes you. *Foster an appreciation and respect for community and the wider world by promoting an understanding of place in the context of its surroundings, and examining how all places are complexly tied to the greater world. <p>Some sections of FYP take up community engagement projects, but the central focus of the program is to help students understand the place they will live for at least four years and help them find their place there. In their "Impact of an Immersive Academic and Place-Based First Year Program on Student Connections and Engagement Over Four Years" (under review), Deborah McGrath and Jordan Troisi, report that "FYP students participated in community engagement activities earlier and more frequently during their time at Sewanee than their non-FYP peers. FYP serves as a pathway for students to get involved in community engagement at Sewanee, even though it is not specifically designed for that purpose."</p>
General Education	Yes	<p>All general degree requirement courses are designed with service and citizenship as general goals. As the catalog states, "The overarching goals of Sewanee's general education requirements and the broader curriculum are congruent with the University's mission of encouraging students to grow in character as well as intellect. Sewanee trains students to be citizens prepared for a lifetime of leadership and compassionate service and provide opportunities in their classes and on this campus to take responsibility for their own lives and the lives of peers. Students are challenged to cooperate and collaborate, to engage in civil dialogue, and to analyze complex problems and produce creative solutions. The thoughtful engagement of students in coursework and other learning endeavors, on campus and beyond, builds the foundation</p>

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		<p>for their active citizenship and for lives of personal fulfillment involving a commitment to service, achievement, and a reverent concern for the world.”</p> <p>This statement indicates the University’s strong commitment to an understanding of a liberal arts education as preparation for active citizenship.</p>
In the Majors	No	
In the Minors	Yes	<p>Two minors have integrated civic engagement into their programs, the Certificate in Civic and Global Leadership (described above), and the minor in Education.</p> <p>Education courses are active learning and service experiences focused on human learning and development, various materials and methodologies, and the contexts, cultures, and purposes of education. The courses, service learning experiences, and special projects support these goals by engaging students in research, tutoring, technology assistance, reading and literacy projects, lesson planning assistance, organizing conferences and meetings, and other service learning projects. They work twelve hours per semester in under-resourced schools that benefit from this service.</p> <p>Since the University does not offer a program that yields education certification, it is able to offer an education program that has a civic focus. Not only do students become knowledgeable about their subjects, human learning and development, and the contexts, cultures, and purposes of education, they also focus questions of policy and community development.</p> <p>The Education program is under review this and next year to determine how far its service learning focus might be better integrated into the University’s newly developed civic engagement, student learning, and social impact frameworks.</p>

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**.

B.1. Thinking about the description of co-curricular engagement above, please indicate which of the following institutional practices have incorporated co-curricular engagement at your campus. Please check all that apply, and for each category checked, provide examples.

As with curricular engagement, a number of these activities take place off campus in communities and may or may not be characterized by qualities of reciprocity, mutuality, and be asset-based. This question is asking about which offerings reflect these qualities. The examples provided should indicate how a co-curricular program has been transformed by and/or reflect these community engagement principles.

Co-Curricular Engagement	Selected	Description
Social Innovation/entrepreneurship	Yes	In order to clarify our replies in this section, we first begin with an overview of our general approach to community partnerships as it informs not only our curricular but also our co-curricular programs. Most of our co-curricular programs are partnership-based with

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		<p>student learning outcomes that mirror those for our curricular programs. We recognize that differences in context and development might cause us to modify the emphases of each of these programs. Our basic principles for community partnership programming are these:</p> <ul style="list-style-type: none"> *Relationship initiation: A relationship-building process involving face to face meetings to determine the community organization's mission and goals. *Fit: Discussion of the University's capacity to partner to advance those goals and the community organizations' capacity to supervise students, VISTA volunteers, or work with faculty members and their students. *Co-design: A lead from the OCE or University faculty takes on the role of working with the partner to develop a mutually agreeable project. *Agreement: A partnership agreement is signed by our local partners, and a logic model or work plan is co-developed with the partner. <p>We refer to this model in the description of the way in which these programs are grounded in reciprocal, asset-based partnerships. When they fully embody this model, our co-curricular programs provide rich opportunities for students to work in and reflect on community engagement programs based on our partnership model, and so are grounded in mutual respect and reciprocity through working with communities to amplify their assets and advance community-identified goals.</p> <p>We bring this model of partnership to our co-curricular social entrepreneurship (SE) programs. We have a close relationship with the Sullivan Foundation, which is seeking to develop a pilot regional higher education social entrepreneurship hub. During the past year, we have engaged in ongoing conversations about the University's fit for deepening this relationship by becoming a Sullivan hub. That has resulted in co-design of the basic elements of the hub's programming, and we are in the midst of developing a Memorandum of Understanding.</p> <p>The three legs of this program are the development of training on social entrepreneurship theory and practice, the development of collaborations between higher education institutions and local high schools, and projects designed with community organizations. The University will work with other Sullivan campuses to bring this model to their campuses and communities.</p> <p>An earlier component of the University-Sullivan collaboration has been the SEED (Social-Entrepreneurship Education) Program, which ran from 2007 to 2016. The SEED Program engaged University students in an intensive eight-week SE and microfinance immersion program with three components, including a four-week internship at microfinance institutions abroad such as the Grameen Bank in Bangladesh. This program is undergoing review and development this year in relation to planning for the regional hub.</p>
<p>Community service projects - outside of the campus</p>	<p>Yes</p>	<p>Student groups and campus offices coordinate service projects within the campus as well, which are unique because of the overlapping, porous character of the campus, domain, and town of Sewanee which share a name and sense of place. Due to the fact that much of the "campus," defined in the broadest geographic terms, is forested, many of the opportunities for service on campus are connected to the need to care for the natural environment. These service opportunities are coordinated with either relevant University departments and/or town-based community organizations.</p> <p>We accept that differences in context and development might cause us to modify our community partnership and civic engagement learning outcome models for these projects.</p> <p>Our most robust community partnership that follows our community partnership model is Housing Sewanee project, Sewanee's version of Habitat for Humanity. This organization,</p>

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		<p>founded by the Associate Director of Civic Engagement, who was the organization's president for two decades and is still on the governing board, embodies a long-term, collaborative relationship. The Associate Director of OCE, work-study students, volunteers, faculty and staff all contribute to this partnership, which, however, is not codified with a formal agreement.</p> <p>As part of Earth Week 2018, the Office of Environmental Stewardship and Sustainability (OESS) along with sustainability-focused student groups, and the town's Friends of Abbo's Alley hosted a series of events, including a "weed wrangle" to remove invasive weeds from Abbo's Alley, a green space on the campus and in the town of Sewanee. OESS tracks volunteer data for Earth Week and other on-campus initiatives, including:</p> <p>Move-in help, August 26 - 28, 2017: 9 volunteers contributed 135 total hours</p> <p>Upcycled Fashion Show, April 12, 2018, supporting the Hospitality Shop's recycling initiative: 24 volunteers contributed 36 total hours</p> <p>Various Earth Week initiatives, April 22 - 28, 2018: 38 volunteers contributed 61.5 total volunteer hours</p> <p>Move-out help, May 3, and 9 - 14, 2018: 10 volunteers contributed 10 hours on May 3 30 volunteers contributed 316.5 total hours from May 9 to 14</p> <p>Because of the close relationship between these community organizations and campus programs, these service activities, while fully embodying the spirit of our partnership model, have developed informally, and are typically grounded in verbal agreements. We will expand the practice of using GivePulse's "impact" tool with these projects, too, to systematically gather service-focused reflections using the "What? So What? Now What?" structure.</p>
<p>Community service projects - within the campus</p>	<p>Yes</p>	<p>Student groups and campus offices coordinate service projects within the campus as well, which are unique because of the overlapping, porous character of the campus, domain, and town of Sewanee which share a name and sense of place. Due to the fact that much of the "campus," defined in the broadest geographic terms, is forested, many of the opportunities for service on campus are connected to the need to care for the natural environment. These service opportunities are coordinated with either relevant University departments and/or town-based community organizations.</p> <p>We accept that differences in context and development might cause us to modify our community partnership and civic engagement learning outcome models for these projects.</p> <p>Our most robust community partnership that follows our community partnership model is Housing Sewanee project, Sewanee's version of Habitat for Humanity. This organization, founded by the Associate Director of Civic Engagement, who was the organization's president for two decades and is still on the governing board, embodies a long-term, collaborative relationship. The Associate Director of OCE, work-study students, volunteers, faculty and staff all contribute to this partnership, which, however, is not codified with a formal agreement.</p> <p>As part of Earth Week 2018, the Office of Environmental Stewardship and Sustainability (OESS) along with sustainability-focused student groups, and the town's Friends of Abbo's Alley hosted a series of events, including a "weed wrangle" to remove invasive weeds from</p>

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		<p>Abbo's Alley, a green space on the campus and in the town of Sewanee. OESS tracks volunteer data for Earth Week and other on-campus initiatives, including:</p> <p>Move-in help, August 26 - 28, 2017: 9 volunteers contributed 135 total hours</p> <p>Upcycled Fashion Show, April 12, 2018, supporting the Hospitality Shop's recycling initiative: 24 volunteers contributed 36 total hours</p> <p>Various Earth Week initiatives, April 22 - 28, 2018: 38 volunteers contributed 61.5 total volunteer hours</p> <p>Move-out help, May 3, and 9 - 14, 2018: 10 volunteers contributed 10 hours on May 3 30 volunteers contributed 316.5 total hours from May 9 to 14</p> <p>Because of the close relationship between these community organizations and campus programs, these service activities, while fully embodying the spirit of our partnership model, have developed informally, and are typically grounded in verbal agreements. We will expand the practice of using GivePulse's "impact" tool with these projects, too, to systematically gather service-focused reflections using the "What? So What? Now What?" structure.</p>
Alternative break - domestic	Yes	<p>Sewanee offers two domestic alternative break trips: Miami: Education in America centering around classroom tutoring at the secondary level in a public school, and New Orleans: Race and Recovery where students will work closely with lowernine.org, a 501(c)(3) nonprofit organization dedicated to the long-term recovery of the Lower Ninth Ward of New Orleans, Louisiana in the wake of Hurricanes Katrina and Rita. These two domestic programs especially provide opportunities for students to work with communities to amplify their assets and further community aspirations, and reflect on service programs grounded in mutual respect and reciprocity.</p> <p>The strongest break trip program we have is international, which we describe here since it guides our assessment and plans for all other break programs. That program rests on a multi-year relationship and supports a multi-year, community-University co-designed project that fully embodies our partnership model. This program, in Haiti, following a Peace Corps model, worked first to develop relationships of trust, and to listen seriously to local voices in the design of community development projects. That model connects an alternative break trip experience to research and internships, and has generated a multi-year project that supports farming communities in Bois Joli as they develop sustainable coffee agriculture, incentivized by University carbon payments that incentivize planting shade trees. The project produced its first harvest of coffee berries this year sold by the fair trade coffee company Singing Rooster, whose coffee is now sold on campus.</p> <p>Using this model, and based on our recent strategic planning, we will work with our domestic break partners to identify ways to intentionally to develop more complex projects, bringing resources beyond alternative break direct services such as summer internship, course, and research support. We have already begun to move in this direction with two partners in New Orleans: Jericho Road Episcopal Housing Initiative of New Orleans, and lowernine.org.</p> <p>Like all of our alternative break trips, the Miami and New Orleans trips are informed by the global citizenship outcomes in Globalsl's GES survey. We are also engaging in discussions with community organizations to develop more robust plans for the co-design of outreach programs.</p>

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		<p>Although we seek to develop more robust partnership projects for domestic alternative break trips, we will not eliminate direct service projects since we believe that we often have a responsibility to help those in need, especially those with whom we have special relationships. For example, over the 2017 and 2018 Fall Breaks, nineteen students traveled to Houston, Texas in partnership with the Episcopal Diocese of Texas and Sewanee family, to assist with restoration of a Sewanee student's family home, which was damaged by Hurricane Harvey. This trip was not part of an ongoing partnership but did arise from relationships with a family affected by Harvey. As with all of our break trips, this trip provided an opportunity for sustained reflective discussion on larger issues including climate change, urban planning, inequity, and the harm current emergency practices to low-income citizens.</p>
Alternative break - international	Yes	<p>International locations during the 2017 - 2018 academic year included Kingston, Jamaica (Winter 2018), Monteverde, Costa Rica; Quito, Ecuador; and various locations in Haiti including Bois Joli and Cange (Spring 2018). These experiences include a formal co-curriculum and structured reflection pre- and post-trip.</p> <p>The Haiti trip, described above, offers us a model for what we aspire to achieve in all of our break trips.</p> <p>Closest to our emerging ideal in Haiti, our program in Jamaica: Mapping the Epicenter of Reggae, which emerges from twenty-nine years of engagement, has in the last two years worked on development tools to support to the local economy of the world famous, but economically stressed neighborhood of Trench Town in Kingston, Jamaica. In January 2018, Associate Director of Civic Engagement Dixon Myers worked with partners in the Culture Yard, Kansas City-based artist Phil Shafer, and Jamaica-based artist Alek Geerings, to design and paint a 12 by 120 foot mural on the history and meaning of Trench Town. The mural was designed to increase foot traffic to the Culture Yard. In January and March 2019, students worked to develop a web map of historically and culturally significant sites in Trench Town, at the direction of Chris Stone, Trench Town Culture Yard Architect and Curator.</p> <p>As OCE continues to strengthen relationships with its international partners and its capacity to support impactful community development, it will seek to find ways to implement our partnership model, where possible and desired by our long-term community partners. We continue to offer robust reflection with students, before, during and after their experiences, and as indicated above, we are using GES data to guide and focus student reflection.</p> <p>Our regularly recurring international alternative break trips are the following:</p> <p>Costa Rica: Community and Environmental Education. The Costa Rica Outreach Trip takes place at the Cloud Forest School in Monteverde, Costa Rica. Students partner with the school to help maintain the ecological biodiversity of its campus, as well as provide a comprehensive educational experience to its students.</p> <p>Ecuador: Fellowship and Ministry In Quito. Students of all faith backgrounds explore fellowship and ministry through a Latin American lens. Our site host, Cameron Graham, is an alumna of the University who serves as a missionary in Ecuador training youth ministry leaders and working to reach out to youth in Quito. The Ecuador Outreach Trip supports direct service at local schools and churches in Quito.</p>
Student leadership	Yes	<p>Leadership development is a signature element of the co-curricular programs administered by the Office of Civic Engagement. The Social Change Model of Leadership</p>

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		<p>Development is central to the Certificate in Civic and Global Leadership curriculum--and the approach of other leadership initiatives on campus. Four key social change model principles, emerging from the model's ideal of citizenship are that: 1) leadership is a collaborative, inclusive process, 2) that leadership incorporates controversy with civility, and 3) that leadership seeks common purpose, and 4) that leadership drives sustainable, positive change. Therefore, in using this model, we are seeking to guide programs and student leaders to engage in social change that fosters mutually beneficial and respectful collaboration that responds to community-identified goals. This model maps nicely onto our model for community partnerships.</p> <p>These leadership-focused co-curricular experiences all incorporate formal training, structured reflection, and reflect the development of strong relationships between students and community partners. Further, Bonner Leader and Canale Leadership and Service Interns lead and participate in capacity-building projects that are created through ongoing dialogue and shared planning between OCE and partner organizations. In these cases, Bonners and Canales contribute to reciprocal asset-based partnerships.</p> <p>In the Bonner and Canale programs, twenty-five workshops on leadership and professionalism were offered during the 2017 - 2018 academic year. This leadership-focused training includes: "Community Building and How to Build It Intentionally," "Conflict Resolution," "Power Mapping and Action Planning," and "Transitioning Leadership: Parts 1 and 2." Students who participate in the Bonner Leader Program advance through this curriculum and the program's four-year developmental model, collaborating with community partners and directing peers as "Site Leaders" in their third and fourth years. Bonner Leader Senior Interns work to manage logistics, develop and implement curriculum, and assess the impact of the program.</p> <p>Each Outreach Trip selects a student leader who collaborates with University staff to lead elements of the experience during Spring Break and takes on a specific leadership role in pre- and post-trip meetings. During the 2018-19 academic year, student leaders of Outreach Trips participated in training about how to facilitate reflective dialogues among their peers.</p> <p>The Leadership Fellows Program is the student leadership program that seeks to create collective action toward a shared goal of cultural change on campus. The inaugural 2017-18 Fellows selected one area of the campus culture that they would like to see change over the academic year, and the 2018-19 Fellows will continue this work through interventions to address the change statement.</p> <p>The Office of Civic Engagement collaborates with the Office of Student Life to host the Student Leadership Awards Banquet every spring, which recognizes outstanding leadership of different sorts among the student body. Sewanee's new Center for Leadership, which was created last year and focused on staff and faculty training in its first year, is developing a more formal, campus-wide student leadership initiative to offer training across campus programs to students interested in developing leadership skills.</p>
Student internships	Yes	<p>Our academic year and summer service internships all seek, with some limitations, the ideals of our community partnership model.</p> <p>The Canale Service Internship Program began in 2006 and grew from student passion and interest in creating community programs. With the start of our Bonner Leader Program in 2011, the focus of all of our programs moved to relationship development with partners, and then later to a more codified model of community partnership, defined above. For each of these academic year internships, our service internship director has annual meetings with community partners to determine their interest in continuing or modifying</p>

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		<p>programs. Yearly, sites apply to continue their programs and sign MOU's with the University. In addition, service interns' co-create work plans through shared planning with community organizations that are focused on the partner's priorities.</p> <p>As in all of our co-curricular academic year internships, our Bonner and Canale programs create space for students to reflect in small groups and through written artifacts, enabling them to find meaning and make connections with their other curricular and co-curricular experiences.</p> <p>Another academic year internship, Sewanee's Philanthropy Internship Program, is facilitated through the University's strategic partnership with the South Cumberland Community Fund (SCCF) led by the Director of Community Development and grounded in the MOU between SCCF and the University. Students shadow SCCF's grant-making process, learn history, theory and best practices in philanthropy, and then apply their knowledge by selecting grant recipients in a specialized round of grant making at SCCF. Many of the community organizations that take part in this grant process have a long-term relationship with SCCF. This program results from a deep, sustained relationship with SCCF, our key community partner, and is a strong example of our partnership model. Students engage in regular reflection and take the GES survey.</p> <p>In addition to its academic-year service internships, the University supports forty-one summer civic engagement internships, locally, nationally, and internationally. Our relation to the sponsoring programs for these internships is sometimes looser and more transactional than the programs we work with locally during the academic year. Students are asked to reflect on the impact of their internships and cross-cultural experiences. We assess GES survey data from these internships and are using last year's responses to develop a post-experience reflection for this program.</p> <p>When our involvement with these summer internship partners is longer-term and mediated by faculty and staff, our model of engagement follows the features of our community partnership model, except for the formal MOA. We seek to resolve this, where that is feasible, in 2019.</p> <p>Finally, multiple Bonner Leaders participate will create engaged capstone projects as part of the Certificate in Civic and Global Leadership. These projects will be co-designed with community partners, and integrate interdisciplinary academic knowledge with co-curricular experience to build on community assets and offer tangible deliverables.</p>
Work-study placements	Yes	<p>The Office of Civic Engagement hosts three work-study students who assist with administrative tasks, office management, and communication. Moreover, the Office of Financial Aid places Pell Grant students in a variety of local community organizations in the Sewanee community. These work-study arrangements have been in place for over ten years and reflect Sewanee's close relationship to community organizations inside Sewanee proper. Fifteen students work at Sewanee Elementary School and two work at the Sewanee Children's Center, a day-care center, all as teaching aids. Plans of work for these work-study students are formal written agreements, collaboratively created with these off-campus partners. The job descriptions and the number of positions specifically are reviewed and approved annually. The community organization's supervisor hires the students and evaluates their performance. This type of arrangement with community organizations reflects the University's commitment to reciprocity and mutuality. The role of the students is to support highly qualified professionals in a way that also provides them with a beneficial professional experience.</p>
Opportunities to meet with employers who demonstrate	Yes	<p>Through its partnerships with the University's Babson Center for Global Commerce (BCGC) and the Office of Career and Leadership Development, OCE supports initiatives that connect students with employers who demonstrate corporate social responsibility. Recent emphasis has been given to translating the practices of leading employers and</p>

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<p>Corporate Social Responsibility</p>		<p>entrepreneurs who demonstrate corporate social responsibility to rural communities like the South Cumberland Plateau, and in rural nonprofit networks. In late 2018, plans were confirmed for an emerging Sullivan Scholars Program at the University, which, in addition to supporting existing civic engagement programming, will make it possible for students to learn about social entrepreneurship and meet with social entrepreneurs and businesses that harness social enterprise in nearby cities like Chattanooga, Tennessee.</p> <p>BCGC's Bryan Viewpoints Speaker Series provides students with regular opportunities to hear leaders discuss timely and important ideas in business, public policy, economic theory, and business ethics, such as:</p> <p>*Craig Forman, President and CEO of The McClatchy Company: "The Future of Media: It's in Your Hands." Advent 2018</p> <p>*Greg Esslinger, C'91, a senior executive with Control Risks, an international risk management firm: "Collision of Cultures: Cybercrime, Bribery and International Business." Easter 2018</p> <p>*David Glaser, President and CEO of MoFi, "Money Matters: How Access to Capital Builds a Stronger, More Inclusive America." Fall 2018.</p> <p>*Billy Kaufman, Founder and CEO of Short Mountain Distillery, "Sustainability and Craft Distilling: An Intersection of Entrepreneurship and Small Farming." Fall 2017</p> <p>*The Rev. Becca Stevens, C'85, Chaplain at St. Augustine's at Vanderbilt University and Founder & CEO of Magdalene and Thistle Farms: "How Lavish Meets Economics at the Corner of Healing and Justice: The Story of Thistle Farms." Fal 2017</p> <p>*James L. "Skip" Rutherford, Dean of the University of Arkansas Clinton School of Public Service: "Non-Profits as Economic Engines." Spring 2015</p> <p>In the academic year 2016 - 2017, OCE co-sponsored a campus visit by Martin "Marty" Rodgers, of Accenture, a Fortune 500 firm committed combining "human ingenuity with groundbreaking technologies to solve complex problems and deliver innovation to build a more equal and inclusive society." Rodgers is the managing director for the Metro Washington, D.C. Office, as well as the Southeast Managing Director for Health & Public Service, and the executive director of Accenture's Nonprofit Group and International Public Sector Practice. In the time since his visit, four University students have interned at Accenture and two, both Pell Grant eligible students, have taken a job with Accenture on graduation.</p> <p>In 2016, OCE and several other programs sponsored Karen Proctor to become a distinguished Brown Foundation Fellow for a semester. Proctor was a chief social responsibility administrator and strategist for media, publishing, and sports organizations including major market radio stations, Scholastic, and the National Basketball Association. Now, Proctor is special assistant to the Provost for educational and leadership development, who offers ongoing regular counsel to students interested in social innovation and the social responsibility of businesses.</p>
<p>Living-learning communities/residence hall/floor</p>	<p>Yes</p>	<p>The University provides students an option to apply to live in theme houses. Theme house programming revolves around residents' priorities within the larger frame of the house's mission. Theme houses are intentionally focused living-learning spaces that bring students together for an enhanced residential experience. Reflective discussion and dialogue take place regularly surrounding events and conversations hosted by theme houses. The Office of Civic Engagement has provided leadership, reflection and dialogue training to student leaders of themed houses, and formally advises the Community Engagement House.</p> <p>The mission of the Community Engagement House is to "promote a community in which college and seminary students, faculty, staff, and well as residents of surrounding areas are</p>

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		<p>welcome. It achieves this goal by hosting events open to all races, genders, ethnicities, religions, socioeconomic statuses, and sexual identities.” As they say on their web page, “This mission is accomplished through community-based events and a desire to create stronger community through reciprocal relationships.” To achieve this goal, the CoHo” hosts monthly Coffee and Conversations featuring community members, alumni, faculty, and others who offer unique and valuable perspectives from the Sewanee community and beyond.</p> <p>OCE also supports additional theme houses due to their civic commitments. The Interfaith House, whose purpose is to be “a place where students with different religions, beliefs can live safely together” creates a safe place where “there is no discrimination or hatred towards certain belief/faith.” OCE funded the development of interfaith conversations on campus last year and sent two of the Interfaith House’s student directors to Interfaith Youth Core’s leadership training conference. OCE has recently hired a director of dialogue across difference to support the development of various dialogue practices on campus, including interfaith dialogue. The director of dialogue across difference is engaged in conversations with this theme house to determine its passion for more campus- or community-engaged programming.</p> <p>The Bairnwick Women’s Center is home to student-led movement that seeks to educate and to empower the Sewanee community by promoting social justice, equality, and voice. The Center celebrates and challenges notions of traditional understandings of gender and sexuality in the Sewanee community, and is dedicated to inspiring open and honest dialogue. It serves the campus as an alternative to traditionally “male” models of leadership, thought, and participation. It works through an inclusive and dynamic feminist framework that celebrates diversity and respects difference. The Center refuses to accept sexist, homophobic, racist, classist, and other discriminatory behavior and practices on campus.</p> <p>Although the OCE does not formally direct the Interfaith House or Bairnwick Women’s Center, we do work to support leadership skills development for leaders of these groups that reflect our community engagement commitments. We are currently working on weaving dialogue across difference into each house’s programs and supporting the dialogue facilitation skills of their leadership teams</p>
Student teaching assistants	Yes	OCE has this year begun to experiment with student assistants, both in the context of supporting community engagement in an established course, Philosophy 235: Bioethics, as well as in support of the development of a new civic engagement course in philosophy: Public Philosophy, which will engage students in philosophical in the Children's' Center and the Grundy County jail.
Athletics	Yes	<p>The general public is welcomed at all of the University’s Division III sporting events. In addition, many individual teams are active through different service and community engagement efforts. In the fall of 2018, over fifty Sewanee student-athletes from multiple teams participated in a mentoring called Athlete Buddies at Sewanee Elementary School (SES). In total, sixty-four student-athletes across ten sports helped public school students with basic math skills, tutoring and mentoring at the elementary school in downtown Sewanee. The program was started by assistant men's lacrosse coach Nick DiBernardo and Jalee Walters, one of the fifth-grade teachers at SES.</p> <p>OCE surveys athletic coaches annually to understand each team’s efforts and OCE staff offers advice on how to support local organizations. The OCE has a goal to collaborate with various athletic teams in developing community engagement projects.</p> <p>These programs have not yet gone through the community partner development process that we use in other programs. We have been working to develop a sense of how this sort of partnership can work well in athletic programs, benefiting student-athletes, coaches,</p>

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		community organizations and local students alike. We plan to continue to help the Athletics program adopt more campus-community partnerships in the future.
Greek Life	Yes	<p>Service and philanthropy are a key part of the Greek experience at Sewanee. There is an informal service requirement in the Greek community--an estimated 78% of the student body. Virtually all of these students participate in service and philanthropy efforts. The Office of Civic Engagement provides technical support via Sewanee Engage to Greek-affiliated students for reporting. These students self-reported 12,494.5 hours of service as part of their organizations' commitment to service during the 2017-18 academic year.</p> <p>In the 2018 - 2019 academic year, we have begun using GivePulse, an online volunteer management platform, and its integration with Campus Labs' Engage product, to allow community partners and our office administrator to directly post and share upcoming service opportunities with Greek-affiliated students. The GivePulse platform is designed to create mutual information sharing in which partners "become affiliated with" and share opportunities via GivePulse for University students, and, in addition, to foster reflection.</p> <p>Though the Greek community's service efforts have often been occasional and followed the "charity" model, a number of organizations have adopted OCE's community partnership model:</p> <p>Lambda Chi Alpha and Folks at Home Lambda Chi Alpha partners with Folks at Home. This partnership was initiated by Lambda Chi member, John Canfield, C'16, who served with Folks at Home as an AmeriCorps VISTA after graduation. What began as a one-time service project raking leaves has grown into a fully formed, formalized partnership with an MOU. This partnership provides a new avenue for students to work with older adults on and around the Mountain through Folks at Home's fall and spring clean-up weekends.</p> <p>Kappa Omega and Sewanee Hearts and Grocery Carts 2018 marked the fourth annual Sewanee Hearts and Grocery Carts event. In 2015, Kappa Omega created the project and developed its partnership with the local, Sewanee Community Action Committee (CAC). The event involves a silent auction, a raffle, arts and crafts, and a meal, the proceeds of which support CAC. Beyond fundraising, Kappa Omega has developed a relationship and collaborative partnership with CAC by meeting regularly with Betty Carpenter, Director of the CAC, to learn about community priorities and develop collaborative initiatives such as a Christmas-themed babysitting event at Otey Parish for community children.</p> <p>Phi Kappa Epsilon and the Halloween Children's Concert The collaboration between the sisters of Phi Kappa Epsilon and Sewanee Symphony Orchestra to bring music education to the plateau continued into its fifth year in 2017. Supporting 500 students' from seven elementary and middle schools exposure to classical music, the Halloween Concert responded to a community aspiration for increased art programming, and multiplied impact through a collaboration between local schools, the Greek community, the Sewanee Summer Music Festival, and the South Cumberland Community Fund.</p>
Other (please specify)	Yes	

B.2. Do students have access to a co-curricular engagement tracking system that can serve as a co-curricular transcript or record of community engagement?

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Yes

B.2.1 Please describe the system used and how it is used.

Via Campus Lab's Engage, students have access to "co-curricular record." The co-curricular record provides a record of event attendance, membership and leadership positions, as well as service experience (both volunteer service hours and service internship experience) reported through Sewanee Engage or the University's new service management system, GivePulse.

The record states that "The University of the South recognizes that co-curricular experiences enhance a student's learning and overall experience. Students are encouraged to utilize the Co-Curricular Record when applying to graduate school, preparing for a job interview, or simply to showcase their involvement experience."

Although this co-curricular record is not a formal transcript, a College taskforce on advising is investigating ways to develop an integrated academic, co-curricular record.

B.3. Does co-curricular programming provide students with clear developmental pathways through which they can progress to increasingly complex forms of community engagement over time?

Yes

B.3.1. Please describe the pathways and how students know about them.

Beginning in 2010, Sewanee joined the Bonner Foundation network of schools offering a four-year student developmental model for civic engagement and leadership. Through this program, forty students participate in weekly co-curricular programming that was developed as an adaptation of the Bonner Foundation curriculum design and our own curriculum design.

Currently, the curriculum builds foundational skills for leadership and begins to explore root causes and solutions to social problems with freshman, teaches theories and types of leadership to sophomores, explores social justice advocacy and issue brief development with juniors, and prepares seniors for life beyond college by helping transfer skills and knowledge to civic careers after graduation.

Bonner Leaders explore more complex roles with community partners as they move through college. As freshmen, they are encouraged to focus on relationship building to understand our unique place on the South Cumberland Plateau and history of University-community relations. Students are encouraged to become Site Leaders during their sophomore year and deepen their relationship with a community partner by committing more fully to the work. In this role, students lead their peers while supporting the mission of the partner organizations. During their junior years, at least half of students study abroad, further developing an awareness of and respect for cultural diversity, academic knowledge, and varying approaches to community development. During their senior year, students return to leadership roles at community partner sites while connecting their curricular learning and service internship work through capstone projects.

Here is one example of this process: Hannah Habit, C'19, is a current senior Bonner, and her trajectory an example of how students progress through more complex forms of community engagement. She initially began

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working with the Bonner web development team to develop and update websites for local non-profits, schools, and small businesses. The next step for Hannah was to become the Site Leader for the web development team, directing the training of new students, contacting potential partners to develop projects, and leading a small group of Bonner Leaders and volunteers. As a senior economics major, Hannah has proposed a new Business Development and Marketing Team site that combines her web development team and another video design team to offer more comprehensive support for local businesses and organizations in the form of brand creation and management, content creation (photographic, videographic, and written marketing materials), social media management, and web design. The success of this program has garnered attention from other student leadership programs and local business development groups.

C. Professional Activity and Scholarship

C.1. Are there examples of staff professional activity (conference presentation, publication, consulting, awards, etc.) associated with their co-curricular engagement achievements (i.e., student program development, training curricula, leadership programming, etc.)?

Yes

C.1.1. Provide a minimum of five examples of staff professional activity:

The purpose of this question is to determine the level to which staff are involved in professional activities that contribute to the ongoing development of best practices in curricular and co-curricular engagement. Doing so is an indicator of attention to improvement and quality practice as well as an indication that community engagement is seen as a valued staff professional activity. Please provide examples that your staff have produced in connection with their community engagement professional duties. We expect this to include professional products on topics such as but not limited to curriculum and co-curriculum development, assessment of student learning in the community, student development and leadership, etc., that have been disseminated to others through professional venues as illustrated in the question.

Nicky Hamilton²², Director of Community Development

*State of Tennessee, Community & Leadership Development Committee of the Governor's Rural Task Force, May 2016 - present

*ResilienceCon Conference 2016 - 2017, Communication Techniques Advisor.

*ResilienceCon Conference. Opening Session: Introduction to Liberating Structures and connected workshop on panarchy, a method to identify a mix of strategies to move transformation efforts forward. April 2017.

*Liberating Structures Workshop. International Family Violence and Child Victimization Research Conference. University of New Hampshire Portsmouth, New Hampshire, July 10-12, 2016.

*Liberating Structures Design Team. Liberating Learning Conference, Washington State University Spokane, WA, April 14-16, 2017.

*Positive Deviance and Social and Behavioral Change Workshop with Monique Sternin and others. The Social Justice Initiative, University of Texas, El Paso, April 27-29, 2017.

*Community Engagement in Study Abroad Programs: Opportunities, Assignments, and Research. SAMLA. November 4, 2017. Atlanta, Ga.

*Strategic Planning Consultant: South Cumberland Regional Land Trust and Grundy County Library System. July 25, 2017.

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☒ Robin Hille Michaels, Assistant Director ☒ Bonner and Canale Service Internship Programs

*With Annie Pasqua, Bonner Foundation. Workshop: Senior Presentation of Learning Bonner Fall Director's Conference, Claggett Retreat Center, Adamstown, MD. November 2016.

*With Nicky Hamilton, "Leveraging University Partnerships and Resources to Build Rural Community Capacity." Tennessee Conference on Volunteerism and Service-Learning February 14, 2017.

☒ Cassie Meyer, Director of Dialogue Across Difference Programs

*Co-author Eboo Patel, founder and Director of Interfaith Youth Core, takes up the question of how best to engage the religious identity of students in *Educating about Religious Diversity and Interfaith Engagement: A Handbook for Student Affairs*. Kathleen M. Goodman, Editor. Stylus Publishing. 2019.

S. Dixon Myers ☒ ☒, Associate Director of Outreach Trips

*Recipient of a 2019 Harold Love Outstanding Community Service Award by the Tennessee Higher Education Commission, an award that recognizes dedicated public service by individuals in the higher education sector.

*Cumberland Center for Justice and Peace, Community Service Award, 2013.

*The B-Loved Community Award. 2015. The award recognizes an individual's support of the value commitments of the Bonner Foundation: civic engagement, community building, diversity, international perspective, social justice, and spiritual exploration.

* Documentary video: "Born in Trench Town." Co-Producer with Greg Pond. 2012.

*Reggae Films UK, Best New Documentary at One Love Reggae Festival. 2012.

*Jamaica Film Academy, Best Documentary, Reggae International Film Festival, Ocho Rios, Jamaica, 2013.

Jim Peterman, Director of Civic Engagement and Professor of Philosophy

*Council of Independent Colleges Diversity, Civility, and the Liberal Arts: An Institute for Faculty and Administrators at Independent Colleges and Universities, Atlanta, Georgia, June 3-6, 2018: Panel: "Case Studies in Intergroup Dialogue"

*Recipient of a 2015 Harold Love Outstanding Community Service Award by the Tennessee Higher Education Commission, an award that recognizes dedicated public service by individuals in the higher education sector.

*Whose Tradition? Which Dao?: Confucius and Wittgenstein on Moral Learning and Reflection, SUNY Press, 2015, a text on the philosophical foundations of reflective practices and so formative for OCE's thinking about civic engagement.

C.2. Are there examples of faculty scholarship, including faculty of any employment status associated with their curricular engagement achievements (scholarship of teaching and learning such as research studies, conference presentations, pedagogy workshops, publications, etc.)?

Yes

C.2.1. Provide a minimum of five examples of faculty scholarship from as many different disciplines as possible:

The purpose of this question is to determine the level to which faculty are involved in traditional scholarly activities that

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they now associate with curricular engagement. Doing so is an indicator of attention to improvement and quality practice as well as an indication that community engagement is seen as a valued scholarly activity within the disciplines. Please provide scholarship examples that your faculty have produced in connection with their service learning or community-based courses. We expect this to include scholarly products on topics such as but not limited to curriculum development, assessment of student learning in the community, action research conducted within a course, etc., that have been disseminated to others through scholarly venues as illustrated in the question.

1. In 2016, Margo Shea (Visiting Fellow in the Collaborative for Southern Appalachian Studies) and her students in "Place, Memory and Identity," created the "Places Project", a crowd-sourced map of stories of places that matter to the people of the South Cumberland Plateau. She has reported on this project in *Doing Memory Research: New Methods and Approaches* 1st ed. by Danielle Drozdowski (Editor), Carolyn Birdsall (Editor), Palgrave Macmillan; 2018: 169-190.

2. In a collaborative project, the Grundy County Schools System of Tennessee Family Resource Center Director Emily Partin, and Professor of Politics Paige Schneider collected data on completion rate of post-secondary education of Grundy County high school graduates. Begun as a student class project in Politics 210 in 2016, Partin and Schneider reported research on these findings in two conferences, including "Post-Secondary Educational Experiences among Rural Appalachian Youth in a Persistently Poor County" Rural Policy Research Institute (RUPRI) March 21-22, 2018. National Association of Counties Washington DC.

3. Since 2008, Professor of Environmental Studies Russell Fielding worked in St. Vincents and the Grenadines with the Ministry of Agriculture, Forestry, Fisheries and Rural Transformation to study mercury content in whale meat consumed in these islands. Results of his research have been published in *The Wake of the Whale: Hunter Societies in the Caribbean and North Atlantic* by Harvard University Press, 2018. Last summer, with ten students summer research assistantships, Fielding continued his research with the Ministry of Public Health on how to communicate whale consumption risk. Moreover, three summer research students are and using this research as their curricular senior capstone project in Environmental Studies 421 "Environment and Sustainability Capstone."

4. Partnering with local schools in 2012, Professor Helen Bateman and her students in Psychology 357: Child Development undertook participatory action research in a project called "Healthy Bodies and Healthy Minds." The overarching goal of the project was to help school-age children and their parents understand healthier lifestyles choices. Developed in collaboration with the Grund County Schools' after-school program, this research assesses the impact of different teaching practices of program instructors. Results are published in "Do it Yourself Health: Teaching children how to make healthier lifestyle choices on their own," Bateman, Vrailas Helen in *Proceedings of the 18th International Conference of the Association of Psychology and Psychiatry for Adults and Children*, May 21-24, 2013 - Athens (Greece).

5. Greg Pond Professor and Chair, Department of Art, Art History, and Visual Studies, offered in Fall 2018 the first iteration of an inquiry-based art course made up of participatory practices and the critical pedagogy of Myles Horton to explore community views of the local site, history, and impacts of the Highlander Folk School, six miles from the University campus. Co-creating public art with residents of Grundy County who are connected to the Folk School, the project will result in gallery exhibitions at Yale, Texas State University, and Portland State University. A publication that documents the project, academic course, and student work will be distributed at the galleries and archived in the libraries of Yale, Highlander, and the University.

C.3. Are there examples of faculty scholarship and/or professional activities of staff associated with

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the scholarship of engagement (i.e., focused on community impact and with community partners) and community engagement activities (technical reports, curriculum, research reports, policy reports, publications, other scholarly artifacts, etc.)?

Yes

C.3.1. Provide a minimum of five examples of scholarship from as many different disciplines as possible:

The purpose of this question is to explore the degree to which community engagement activities have been linked to faculty scholarly activity and staff professional activity. Describe outputs that are recognized and valued as scholarship and professional activity. Please provide examples such as but not limited to research studies of partnerships, documentation of community response to outreach programs, or other evaluations or studies of impacts and outcomes of outreach or partnership activities that have led to scholarly reports, policies, academic and/or professional presentations, publications, etc. Examples should illustrate the breadth of activity across the institution with representation of varied disciplines, professional positions, and the connection of outreach and partnership activities to scholarship. Broader Impacts of Research activities producing co-created scholarship of investigators and practitioners aimed at meaningful societal impacts could be included here.

1. Nicky Hamilton, Director of Community Development in OCE, co-authored an innovative account of community-based participatory psychological research developed at Life Paths. Yuan, N. P., Gaines, T. L., Jones, L. M., Rodriguez, L. M., Hamilton, N., & Kinnish, K. (2016). " Bridging the gap between research and practice by strengthening academic-community partnerships for violence research." *Psychology of Violence*, 6(1), 27-33.
2. Linda C. Mayes, Professor Yale Child Study Center and University Professor at Sewanee reports on how Grundy County's Discover Together (DT), a family collaborative that draws on the community's assets of the closeness of family and a pride in place, can be used to build social connectedness to support families and prepare their children for school. In *Strengthening Supports for Young Parents and their Children: A Focus on Low-Income Rural and Suburban Families*. Center for the Study of Social Policy 2015.
3. In 2016-17, Dana Rasch, Ph.D, visiting professor of Sociology at the University of the South and AmeriCorps VISTA member, working with the Grundy County sheriff, interviewed inmates on drug use and trauma. His report helped get a grant of \$195,000 to develop a rural reentry program. "Meth is Like Water on the Mountain: General Strain Theory, Inmate Re-entry, and Substance Abuse." *Western Academy of Criminal Justice 2016 Annual Conference*. Las Vegas, NV. October 12-14th, 2016.
4. Daniel Carter, Professor of Environmental Studies partnered with the Chattanooga-area, 16-county, 3-state Thrive 2055 planning commission through two different courses, ENST 400: Seminar in Environmental Studies, and ENST 336: Environmental Land-use Planning. This regional project has hosted four University interns in the last four years. Using his scholarly expertise in public administration and land use, Daniel played a leadership role in developing community support for this plan. "Thrive 2055: The Capstone Report 2012-2015," was widely disseminated in the local press. Carter reported on this work at the Appalachian Studies Association Conference in 2017: "Thinking like a Region- Redefining Place in Rural Appalachia."
5. In collaboration with Sewanee Utility District, faculty from Sewanee's Environmental Studies Department worked with the Odum School of Ecology at the University of Georgia to build a constructed wetland wastewater treatment facility designed to naturally remove pollutants from municipal wastewater. Professors Kristen K. Cecala and Deborah A. McGrath, Biology investigated the project's environmental impact. Emma F.

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Zeitler, Kristen K. Cecala & Deborah A. McGrath (2018) "Evaluation of anuran diversity and success in tertiary wastewater treatment wetlands," *Journal of Freshwater Ecology*, 33:1, 475-488.

6. While teaching in the Finding Your Place (FYP) program, Professor of Classics Chris McDonough became interested working with one family (an FYP student, her parents, and grandmother who lost the grandmother's husband in a mine explosion). He and his students created the documentary in 2018. Over one thousand local residents have viewed the documentary, which gave voice to a need for a continuation of community conversations about mining. Two University students from Grundy County and McDonough showed the video at Yale Medical School. Additional dissemination is being planned.

D. Community Engagement and other Institutional Initiatives

Please complete all the questions in this section.

D.1. Does community engagement directly contribute to (or is it aligned with) the institution's diversity and inclusion goals (for students and faculty)?

Yes

D.1.1. Please describe and provide examples:

Since 2015, OCE staff have become increasingly involved in the University's substantial DEI initiatives. This emerging commitment arises from affirming 1) that the social justice frame essential to our community work must also govern our activities on campus, and 2) that these commitments are universal, and Sewanee is both the campus in which we work and the community in which we reside.

In January 2015, the College formed ten task forces working on diversity, equity, and inclusion, each co-led by a student and a faculty or staff member. The OCE Director of Community Development, Nicky Hamilton has played a key leadership role in the Committee on Diversity, Inclusion, and Cohesion, which oversees these initiatives.

OCE's Director of Community Development working with a team of seven faculty members to get training in intergroup dialogue (IGD) at the University of Michigan. She also taught the first IGD course in 2017 and trained faculty and staff to facilitate inclusive dialogues between first-year students on Sewanee's 2017 common book, Ta-Nehisi Coates's *Between the World and Me*. Interest in developing more sections of IGD is robust, with 35 staff and faculty expressing interest in being trained.

In 2018, the Director of OCE Jim Peterman worked with the Associate Dean for Faculty Development and Inclusion to support new interfaith activities on campus and investigated methods of starting a curricular and co-curricular dialogue across difference program on campus. 30 faculty and staff were trained in dialogue across difference in an August 2018 Course Redesign Academy, funded by the Jessie Ball duPont Fund. This successful event resulted in hiring a director of dialogue across difference in October 2018. These efforts support a College initiative to develop a DEI general education requirement called "Engaging Diversity, Equity, and Inclusion through Perspective-Taking." OCE also plans to support the use of dialogue across difference in DEI courses.

In 2017, Sewanee's Project on Slavery, Race, and Reconciliation (SRR) which "aims to bring together the

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Sewanee community – students, staff, faculty, alumni, and former and current area residents – to pursue a comprehensive examination and reflective consideration of our university’s historic connections to slavery and slavery’s legacies” was begun. OCE’s Director of Community Development is on the planning group. During the academic year 2018-19, funded by an NEH grant, this has developed a community-based archival and local history project of the local African-American community, on the model of the Community-Driven Archives project of the Southern Historical Collection at the University of North Carolina.

In 2018, Sewanee was selected as one of the twenty-seven colleges to participate in CIC’s Diversity Civility and the Liberal Arts Institute which featured a variety of thought leaders on these topics in higher education. Each school developed a campus plan for developing an approach to diversity and civility. This year the Director of OCE and the OCE’s Director of Dialogue Across Difference are planning campus-wide conversations on a curated set of DCLA readings and using that as a springboard for dialogue across difference initiatives.

D.2. Is community engagement connected to efforts aimed at student retention and success?

Yes

D.2.1. Please describe and provide examples:

As a program supporting a variety of high impact practices (<https://www.aacu.org/leap/hips>), including Diversity/Global Learning, Service Learning, Community-Based Learning, Internships, and Capstone Courses and Projects, OCE offers programs that boost retention, as argued in *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* by George D. Kuh (Washington, DC: Association of American Colleges and Universities, 2008), and in Jayne E. Brownell and Lynn E. Swaner “Five High-Impact Practices: Research on Learning Outcomes, Completion, and Quality.” AAC&U 2010.

Because of OCE’s leadership and advocacy of the use of high impact practices to support student success and retention, the Provost has appointed the director of OCE to bring this advocacy to the new University Taskforce on Recruitment and Demand.

In addition, in our co-curricular programming, whether local or international, we emphasize high impact community engagement practices: place, humility, integration, depth, development, sequence, teams, reflection, mentors, learning, capacity building, evidence, and impact. The Bonner Data Study shows the impact of these practices on retention (<http://www.bonner.org/bonner-data-study/>).

In contributing to the development of Sewanee’s Intergroup Dialogue Program, and the emerging development of interfaith and other dialogue across difference practices at Sewanee, OCE has contributed to an improved campus climate, which is linked to improved retention (Terri Taylor, Jeff Milem, Art Coleman. “Bridging the Research to Practice Gap: Achieving Mission-Driven Diversity and Inclusion Goals” AAC&U 2016: 8). The OCE has also established itself as a place where diverse students, whether students of color or those from rural or low SES backgrounds, can find a place of belonging, counseling and mentoring. 22 Bonner Leaders during the 2017 - 2018 academic year, 50.6% of students in the program, were Federal Work Study and/or Pell eligible. In addition to these practices that produce student success and sense of belonging, and the relationship-building focus of OCE, the University’s Bonner Program is seeking to increasingly recruit and retain low-income students. In 2018, the incoming Bonner class (of 2022) was comprised of two-thirds Federal Work Study and/or Pell-eligible students. The Bonner program offers a grant of \$1000 stacked on top of students’ financial aid and an internship stipend. Moreover, for its cohort of 23 summer civic engagement internship students, OCE adds an additional \$1000 of stipend support to FWS/Pell-eligible students to make their summer experience affordable

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D.3. Does the campus institutional review board (IRB) or some part of the community engagement infrastructure provide specific guidance for researchers regarding human subjects protections for community-engaged research?

Yes

D.3.1 Please describe and provide examples:

All the community-engaged research projects we have pursued, including those from the VISTA, and faculty research in communities that involves human subjects, are submitted to the University's Institutional Review Board. The University's IRB complies with the Office for Human Research Protections guidelines, is committed to stringent enforcement of Informed Consent, and requires certification from CITI, a web-based ethics training course for those conducting research with human subjects. The following IRB-approved projects have been pursued:

1. "Grundy County Prisoner Reentry Program Evaluation." Principal Investigator: Tim Moser, South Cumberland Plateau AmeriCorps VISTA, with the Grundy County Jail. The proposed evaluation is designed to assess and strengthen the reentry program. It will be formative in nature. Because the reentry program is still in implementation stages, this evaluation will track progress from the outset. This was project was designed and executed by and with the Grundy County jail personnel.

2. Grundy County Jail Needs-Assessment Principal Investigator: Dana Rasch, Ph.D., AmeriCorps VISTA member and Visiting Assistant Professor of Sociology. IRB approval document number 16-15. The purpose of the Grundy County Jail Needs-Assessment is to gather and analyze data from jail inmates, staff, and community members in order to evaluate existing jail programs and develop an effective inmate rehabilitation and recovery program. This research was designed with the Grundy County Sheriff to understand inmate needs and develop data to be used in a grant.

3. Office of Community Engagement Faculty Engagement Survey 2016. IRB approval document number 16-08 Principal Investigators Jim Peterman and Nicky Hamilton. The data obtained through the survey will provide us with important information about: How faculty are involved in service-learning and/or community-based research; The nature of service-learning and community-based research practices, such as teaching and reflection strategies; The specific elements that faculty members identify as challenging to and supportive of their use of service-learning and/or community-based research; Student learning and development outcomes that faculty expect; and the personal and professional impacts faculty experience due to their use of service-learning and/or community-based research.

4. Community Health and Healthcare Access Surveys 2015 Principal Investigators. Jim Peterman and Sarah Brown. IRB approval document number 15-09. Dr. James Peterman and Sarah C. Brown C'14, Robinson Child and Family Resilience Fellow at The University of the South surveyed residents of the South Cumberland Plateau on their view of health and healthcare access, with an eye to understanding physical and cultural barriers to health. This study was designed by and developed for the South Cumberland Health Network to develop a direction for programming and to satisfy the requirements of a Health Resources & Services Administration grant.

5. Man up, CORE, and STING high school mentoring program assessment, 2016. IRB approval document number 15-26 Principal Investigator: Robin Hille Michaels, Assistant Director, Office of Civic Engagement. Program

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participants will be recruited or selected by faculty at Franklin County High School and Grundy County High School. The assessment measures for the program are pre- and post- surveys created by the Respect Institute, the curriculum creator.

D.4. Is community engagement connected to campus efforts that support federally funded grants for Broader Impacts of Research activities of faculty and students?

Yes

D.4.1. Please describe and provide examples:

For research projects with community engagement components, OCE supports faculty relationship building with community partners and offer letters of support for such projects. OCE supported the following project pursued by Biology faculty member Kristen Cecala. The project was part of the education plan for Cecala's second NSF CAREER research proposal. Here is her account:

There are multiple facets to the project that include collaborations with the Tennessee Aquarium Conservation Institute to host a program called RiverTeachers, a week-long training for local teachers during the summer that includes a stipend and reimbursement for travel costs. Cecala's project hopes to integrate Sewanee area K-12 teachers in the program and in a 2-week training session with her research group. The goal of the research training session and the RiverTeachers workshops are to develop programming and provide necessary equipment for teachers to bring back to their classrooms. Cecala will work with the University's Sponsored Research Officer to make Broader Impacts of Research opportunities more widely known.

Cecala did not receive the grant, but the University's Sponsored Research Officer is aware of our interest in supporting these initiatives.

D.5. Does the institution encourage and measure student voter registration and voting?

Yes

D.5.1. Describe the methods for encouraging and measuring student voter registration and voting.

The University's efforts to improve voter turnout resulted in its being recognized by Washington Monthly as one of America's Best Colleges for Student Voting, and by Campus Vote Project and NASPA as a "Voter Friendly Campus" for the 2019 - 2020 academic year.

These successes were the result of a multi-year initiative. During the 2016 election cycle, most of the University's democratic engagement initiative was focused on voter registration. According to NSLV data, the registration rate increased from 71.6% in 2012 to 78.0% in 2016. TurboVote data confirmed this trend, showing that 446 of the University's 750 TurboVote users first logged in between January 1st and November 9th, 2016. Although efforts in 2016 were successful in raising student registration, they did not ultimately translate to a higher turnout. In fact, again according to NSLV, University students' voting rate decreased from 39.1% in 2012 to 37.9% in 2016 putting the University at 12.5% below all institutions surveyed. The numbers also indicate a change in the voting method students engaged in. In-person election day voting went down by 5% from 2012 to

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2016, meaning that more students were voting absentee and early due to an increasingly geographically diverse student body.

In the summer of 2018, the Office of Civic Engagement partnered with the Campus Election Engagement Project (CEEP) to support student fellows to assist in this democratic engagement on campus. Additionally, Sharron Bockman, coordinator of student programming, submitted a revised ALL IN action plan for the 2018-2019 academic year and rebranded the University's democratic engagement initiative as Yea, Sewanee Votes! (YSV). During the fall 2018 semester, Bockman and the two CEEP Fellows, Alexandria Chastenet and Emily Badgett, hosted a variety of events and created a social media campaign to encourage registration, education, and turnout. Events included a well-attended discussion on restoring the political center with Mort Kondracke, and a Congress to Campus visit in which former members of Congress, Bob Carr and Melissa Hart attended classes and discussed the importance of public service. In addition, OCE hosted a screening of the film "One Vote", and an election-night watch party. YSV also organized a voter registration competition, made possible by TurboVote's referral links, between Greek organizations.

A post-election survey was sent out to the student body to gauge their involvement with YSV, the effectiveness of the events and other strategies, and their voting behavior. In order to maintain the momentum of this semester's efforts, two committees are being established: a planning committee, consisting mainly of students, that will take up the task of organizing and planning YSV events, and an advisory committee, consisting of older students, faculty, and staff who will reflect on the past efforts and advise the planning committee

D.6. Is the institution 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?

Yes

D.6.1. Describe the ways in which the institution actively promotes discussions of controversial issue:

The University has long been committed to fostering dialogue across difference, both in the curriculum and beyond. In terms of curricular engagement, several faculty members have been trained in Intergroup Dialogue (IGD) methodology and began offering regular IGD courses in the fall of 2017 focused on dialogues about race and socio-economic difference. Beyond IGD, Sewanee's Center for Teaching hosted a Course Redesign Academy in the Summer of 2018 focused on incorporating dialogue and civic engagement practices into new or existing courses. The thirty faculty members attending were introduced to the concept of dialogue, and eight were trained intensively in dialogue design and facilitation for incorporation into particular courses. Many of these faculty are using dialogue practices to intentionally engage challenging or controversial topics in their classrooms.

In terms of co-curricular programming, many opportunities exist for students to engage in dialogue around controversial or challenging topics, fostered by Student Life, the Office of Civic Engagement, Sewanee Interfaith, the Sewanee Project on Slavery, Race, and Reconciliation, among other groups. Topics include tensions around Greek Life on campus, the "town/gown" divide, supporting religious diversity at a Christian college, and the history and legacy of slavery related to the University. Additionally, for the last several years, the Common Book has focused on challenging social issues and been paired with a comprehensive co-curricular dialogue program for all first-year students, facilitated by trained student leaders, faculty, and staff. Recent texts have included

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"Just Mercy" (Brian Stevenson) and "Between the World and Me" (Ta-Nehisi Coates). At the same time, campus climate data from a recent survey conducted by the Associated Colleges of the South indicated that the University's student body has political/ideological diversity unusual for a small liberal arts college (students identify as liberal, moderate, and conservative in roughly equal numbers), and that disclosure of political identity is one of the things students feel most uncomfortable about. Further, students, faculty, and staff anecdotally report an unwillingness to discuss challenging political, social, and community topics for fear of creating rifts in the small community.

In recognition of this need and opportunity, in late fall of 2018, Sewanee launched a new Dialogue Across Difference Program, housed in OCE. Headed by a newly-hired director, the program seeks to strengthen existing dialogue efforts and foster new opportunities for dialogue on campus. The program is still in its nascent stages, with a long-term vision for fostering campus-wide dialogue training and programming. This will include ongoing training and support of faculty interested in taking on challenging dialogues in their classrooms; training for student leaders; faculty, staff, and student reading groups following from the University's participation in the Institute on Diversity, Civility, and the Liberal Arts; and high-profile campus speakers that articulate the value of dialogue and relationship-building across difference. The Dialogue Across Difference Programs will be integrated into Sewanee's Diversity, Equity, and Inclusion efforts through several task forces focused on launching the program and integrating dialogue into other DEI priorities.

D.7. Does your campus have 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?

Yes

D.7.1. Please describe and provide examples:

See the answer provided in B.1

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.

E.1. Outreach

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E.1.1. Indicate which outreach programs and functions reflect a community engagement partnership approach. Please select all that apply:

For each category checked above, provide examples:

Outreach	Selected	Description
Learning centers	Yes	<p>OCE is working with Sewanee's Office Human Resources, the Marion County School system, and Chattanooga State Community College to support University staff and local community members pursuing an associate or four-year bachelor degree through a free Tennessee state program called TN Reconnect. Emerging from a state initiative and ongoing conversations with local organizations, the University will act as a satellite for Chattanooga State, the academic institution of record for the program. The University's role will be to:</p> <p>Help facilitate learning spaces, study times and spaces Offer the library as a resource for computer use, study space, and free course texts Advertise this opportunity to University staff and local residents As needed, help set-up a student support system for anyone seeking academic support.</p>
Tutoring	Yes	<p>Bonner Leader and Canale Service Interns offer tutoring to the following groups (see our description at B.1 of the community partnership model and learning outcomes for students in these internship programs:</p> <ol style="list-style-type: none"> 1. Inmates in GED test preparation at the Grundy County Jail through a collaboration between SCCF, OCE, and the Grundy County Sheriff's pre-release re-entry program. Multiple Bonner Leaders (at least 2) at the Grundy County Jail tutored numerous inmates--more than two dozen during the 2017 - 2018 school year. Most of this tutoring is focused on HiSET preparation. Multiple inmates have prepared for and passed the HiSET exam since the beginning of this program. Bonner Leaders assist in tracking data related to recidivism and are working to implement an IRB-approved study tracking inmates' views on education and recovery via qualitative interviews. Bonner Leaders work in the art/writing therapy and gardening programs at the Grundy County Jail as well. 2. Elementary school students who are English language learners at Westwood Elementary, through a collaboration between the Coffee County Schools and OCE's Canale Internship Program. Since the program has begun in the fall of 2018, a Canale leader has led around 5 regular, weekly volunteers in the program who work with between 60 and 70 students, K-5th grade in the school's ESL program each week. 3. Elementary school students at St. James Church, through a partnership between OCE's Bonner Leader Program the Community Action Committee. Since the tutoring program began in January 2017, up to five students in grades K - 5 have regularly participated every week (on Thursdays) during the school year. Up to five regular volunteer tutors have worked with these children. 4. The Education Department at Sewanee has a long-term partnership with three local, county school systems to engage in a variety of activities through service-learning courses, including tutoring, reading to children, selecting literature for them, working with children outdoors, and working on technology use in classrooms. This program created the early ground upon which our current school partnerships are developed. The program's focus on community engagement, developing working partnerships with the school systems, and

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		hiring teachers from these school systems to teach courses at the University exhibited a clear ideal for the development of all of our programs. This program is undergoing review this year and will hire a new director next year. We are working with the Administration to ensure that the program will continue its service-learning framework, and help the University and its community partners to advance collective impact goals related to early childhood education
Extension programs	No	
Non-credit courses	Yes	Some residents, particularly non-degree-seeking students, may wish to audit or "sit in" on a class for the sake of learning. To register for an audit, a non-degree-seeking student must apply and register online.
Evaluation support	Yes	Through our partnership with the SCCF, OCE offers pro bono program evaluation, consultation, and planning to community organizations. Strategic planning is sometimes offered pro bono by OCE staff with the cost to the community organization shared by our key community partner SCCF.
Training programs	No	
Professional development centers	Yes	<p>In OCE's partnership with the SCCF, under the supervision of our Director of Community Development, and at the request of a range of community organizations working with SCCF and OCE, we offer courses in nonprofit management facilitated by the Center for Nonprofit Management of Nashville. For those organizations who complete extensive training, we offer a Certificate in Nonprofit Management. These classes are hosted on the University campus, free to partners, paid for by the SCCF, and co-organized by OCE.</p> <p>Workshops include:</p> <p>CNM Workshop Date Offered Attendees Grant Writing (Nashville) 2015 3 Facebook Fundraising (Nashville) 2/2015 4 Volunteer Management (Nashville) 10/21/2015 4 Telling your Organization's Story (Nashville) 2015 3 501(c)(3) (Nashville) 2016 2 Nonprofit Accounting 4/12/16 19 Developing a Dynamic Board 6/1/16 25 Developing Your Fundraising Plan 10/4/16 32 Dashboards: Visual Snapshots of Your Organization 2/22/17 21 Volunteer Management 101 4/26/17 22 Investing in People: Performance Management & Evaluation 7/12/17 21 Marketing 101: More than Social Media? 8/3/17 23 Basics of Program Evaluation 3/1 21 Art of Leadership 10/2018 24 Storytelling Workshop 12/2018 30</p> <p>Follow-up Workshops in Sewanee Google 10 Facebook 10</p> <p>Total Attendees 274</p> <p>South Cumberland Community Fund and the Office of Civic Engagement also host an annual conference for local nonprofit organizations. The 2017 "Know Your Worth Conference" was held on October 11th, 2017, and offered the following workshops:</p>

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		<p>“Collaborative Leadership” led by Karen Proctor, Founder and Principle of Harbour Workshop, LLC.</p> <p>“Developing Rituals for Community Leaders” led by Becca Stevens, CNN Hero and Founder & President of Thistle Farms.</p> <p>A conversation with Ray Daffner, Director of Entrepreneurial Development Appalachian Regional Commission (ARC).</p> <p>In 2018, The Positive Deviance Summit was held on Thursday and Friday, November 15 and 16, featuring communication and social change scholar, Dr. Arvind Singhal. A workshop and incubator lab on Positive Deviance was offered to community partners, faculty, staff, and students by Dr. Singhal. Keynote by Arvind Singhal, who also gave the keynote address at the Philanthropy Internship Community Grant Awards Ceremony and Reception.</p>
Career assistance and job placement	No	
Other (please specify)	Yes	<p>Arts Outreach</p> <p>In addition to traditional outreach through concerts, Sewanee’s Music Department has partnered with three local school systems to bus students to Sewanee for its annual Halloween concert. This concert is supported by the SCCF and by a sorority, PKE, which provides funding for the event and offers support to Music faculty in their local outreach efforts.</p> <p>Moreover, Visiting Assistant Professor of Music Hilary Ward, in partnership with the Grundy County Schools, is developing a second project offering elementary school teachers professional development sessions on why and how to connect music instruction to math and reading; the project will provide a keyboard instrument to teachers and other materials to support instruction. Ward was also able to work with SCCF to purchase violins for school use. The Music Department will offer lessons on fiddle to Grundy County students. A third project takes place developed in the summer through a partnership between SSMF and Mountain T.O.P., an organization that runs a summer camp for low-income children in Grundy County. Their camp students are brought weekly to SSMF to get direct experience with musical instruments and performances. SSMF also offers three summer performances at the Cowan Arts Center with 250 attendees per performance.</p> <p>The University Art Gallery regularly connects its exhibitions and gallery programs to the community. For example, the Citizens Band and the Movement of People and Culture event in the spring of 2018 reached students from Cowan, Monteagle, and Sewanee elementary schools. During the 2017 - 2018 academic year, 3,275 individuals visited the gallery.</p> <p>During the 2018 - 2019 academic year, 1,322 individuals have visited the gallery. Two exhibitions during this academic year have included additional programming and significant engagement with the community beyond the norm. Vesna Pavlovic engaged with the work of the Project on Slavery, Race and Reconciliation and mentored students in Prof. Woody Register’s History 328 class on the interpretation of archival materials. That project led to the special event "Community Screening: The Lovell Family Archive" on October 14. Artist Bryce McCloud set up a booth at a Sewanee community festival to meet people and gather objects, and, also presented to over 100 students at Sewanee Elementary School.</p> <p>Finally, the annual Gallery Walk event is targeted at community members and usually attracts over 100 visitors. Anecdotally, we know those visitors are families and community members who do not normally come to formal gallery events.</p>

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E.1.2. Which institutional resources are provided as outreach to the community? Please select all that apply:

Outreach	Selected	Description
Cultural offerings	Yes	<p>The cultural offerings described below are free and open to the public and advertised in local media.</p> <p>Music Department:</p> <ol style="list-style-type: none"> 1. Sewanee Summer Music Festival Free concerts weekly 2. Sewanee Symphony Orchestra 3 concerts per year 3. University Choir Weekly at the Chapel service Performance of traditional Christmas music at Lessons and Carols 4. University Jazz Ensemble 5. Sewanee Praise, the University's gospel choir <p>The Sewanee Department of Theatre and Dance Four shows per year</p> <p>University Art Gallery Six major shows per year 3,275 visitors in 2017 - 18</p> <p>Stirling's Coffee Shop Gallery with revolving exhibits of artwork from local artists, and Sewanee students</p> <p>Cinema Guild Weekly at The Sewanee Union Theatre Offers historical films weekly</p> <p>Sewanee Writers' Conference Offers in July, 50 readings by distinguished writers</p> <p>The Campus Christmas Celebration Includes a community party, held annually in November.</p>
Athletic offerings	Yes	<p>Athletic events, free and open to the public and advertised in local media</p> <p>Baseball, 22 home games Men's Basketball, 12 home games Men's Cross Country, 1 home meet Equestrian, 3 home shows Football, 5 home games Men's Golf, 1 home match Men's Lacrosse, 7 home matches Men's Soccer, 8 home matches, 31 participants</p>

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		Men's Swimming and Diving, 7 home competitions Men's Tennis, 11 home competitions Men's Track and Field, 3 home competitions Women's Basketball, 11 home competitions Women's Cross Country, 1 home meet Field hockey, 9 home competitions Women's Golf, 1 home competition Women's Lacrosse, 12 home matches Women's Soccer, 8 home matches Softball, 13 home games Women's Swimming and Diving, 7 home competitions Women's Tennis, 7 home competitions Women's Track and Field, 3 home competitions Volleyball 9, home competitions
Library services	Yes	Library services are available to community members who are permanent residents of Sewanee, Franklin County, or one of the Tennessee counties bordering Franklin County. There is a one-time fee of \$10.00 for a library card. 672 community and family members take advantage of this opportunity. During 2017 - 18, the total number of checkouts of family members was 1,189. The total number of checkouts of community residents, with no formal or family tie to the University, was 4,366.
Technology	No	
Faculty consultation	Yes	Through our partnership with the SCCF, OCE offers pro bono program evaluation, consultation, and planning to community organizations. Strategic planning is sometimes offered pro bono by OCE staff with the cost to the community organization shared by our key community partner SCCF.
Other (please specify)	No	

E.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 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.

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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:

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,

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you can choose to add their email information before you submit the full application.

The purpose of this question is to illustrate the institution's depth and breadth of interactive partnerships that demonstrate reciprocity and mutual benefit. Examples should be representative of the range of forms and topical foci of partnerships across a sampling of disciplines and units.

Partner #1

Project/Collaboration Title	Outreach to lower income families in the greater Sewanee area
Organization Name	Community Action Committee
Point of Contact	
Email	
Phone	
Institutional Partner	Bonner Leader Program (OCE), Canale Service Internship Program (OCE), Fraternity and Sorority Life
Purpose of this collaboration	The Community Action Committee (CAC)'s mission is to provide assistance for persons in crisis, provide services related to basic human needs, identify ways to break the cycle of poverty, and present the love of Christ to the community. CAC supports the basic needs of community members, and offers programming in the broader Sewanee area. Monthly community meals and daily interactions in CAC's office bind neighbors together in a common life that supports the shared needs of every person. Through this partnership, service interns and other University students (including School of Theology students), staff, faculty and others, provide program support and take on capacity-building projects to strengthen the work of CAC. The University's partnership with CAC is aligned with its Health and Well-being anchor institution priority through initiatives that support food access and nutrition.
Length of Partnership	Since 2006
Number of faculty involved	2
Number of staff involved	3
Number of students involved	90
Grant funding, if relevant	In 2017 - 2018, capacity-building grants from the Office of Civic Engagement: \$434.22 to install a Little Free Library in Midway, Tenn., and \$184.42 for tools and implements for the Community Action Committee's garden project.
Impact on the institution	As a result of the the University partnership with CAC, students have become more aware of food insecurity in the local community. Many University students participate in the Hunger Walk, an annual fund- and awareness-raising event that benefits CAC and other local food banks. This program is aligned with the University's anchor institution priority of Health and Well-being through its work to ensure that all Sewanee community members have access to fresh and healthy food, and tutoring for their children.

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Impact on the community	University service interns have built capacity at Community Action Committee. wrote and was awarded a grant to create a Little Free Library to encourage summer reading and sustain literacy progress as part of CAC's education-focused initiatives. Greek organizations raise funds to support the work of CAC through highly anticipated yearly events. The program director asserts that the work of Bonner Leaders, starting in 2015, energized CAC and through student-led relationship-building, community garden development, and program creation, such as the tutoring for students K - 5th grade in the nearby Midway, Tenn. area.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #2

Project/Collaboration Title	Partnership with Grundy County Health Council
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Organization Name	Grundy County Health Council
Point of Contact	
Email	
Phone	
Institutional Partner	Department of Psychology, Canale Service Internship Program (OCE), South Cumberland Plateau AmeriCorps VISTA Project (OCE+SCCF), Bonner Leader Program, University Farm
Purpose of this collaboration	The mission of the Grundy County Health Council is to enhance the health and well-being of Grundy County residents by increasing opportunities for healthy food access and physical activity, collaborating with community partners to coordinate efforts and expand outreach, providing information and education using a multi-generational approach, connecting clients with local health resources, and advocating for community health at a policy level. The Health Council's mission is directly aligned with the University's priority of Health and Well-being as an anchor institution through its support of programs that increase access to fitness activities, nutrition-related chronic disease prevention and management, health literacy, and cultural competency of healthcare providers, along with its influence on community planning. Partnering with the Health Council allows University students to engage with the community in relevant and meaningful ways, and to learn about best practices that can directly impact the health of a community.
Length of Partnership	Since 2012
Number of faculty involved	2
Number of staff involved	4 VISTA, 2 University staff
Number of students involved	12
Grant funding, if relevant	\$7,500 from Active Living by Design grant to support an AmeriCorps VISTA health ambassador; \$7,500 additional for AmeriCorps VISTA.
Impact on the institution	As a result of the the University partnership with the Grundy County Health Council, university students have become more aware of health disparities and public health needs in the local community. Many University students participate in a number of health council programs and activities such as the Activ8 after school run clubs, Reversing Diabetes classes, and health fairs and school gardens. University service interns and volunteers serve as mentors and program leaders for activities aimed at promoting physical activity, nutrition and wellness. The Activ8 program provides afterschool wellness programming to students K-5th grade. The Cumberland Teaching Gardens provide access to fresh foods, gardening skills, and nutrition education to k-8 students and low-income residents. Reversing Diabetes classes offer proactive exercise and nutrition program for diabetes prevention and reversal to adults. This partnership fufills the University's anchor institution priority of Health and Well-being through its support of programs that increase access to fitness activities, nutrition-related chronic disease prevention and management, health literacy, cultural competency of healthcare providers, by assisting with community planning.

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Impact on the community	The University's partnership with the Grundy Health Council has increased the capacity of the Council's member organizations to offer programming that is improving health behaviors and health outcomes for community residents. Examples of outcomes directly related to university collaboration includes creation of a comprehensive Resource Guide of social determinants health agencies/organizations; formation of student run clubs at three elementary schools, development of school and community gardens at three schools, the county jail and the county food bank; creation of a school garden toolkit and curriculum; and organization of a community health ambassador program. Program enhancements and increased capacity to deliver programs across the county helped improve the county's ranking on health behaviors and health outcomes according to the RWJF County Health Rankings.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #3

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Project/Collaboration Title	Re-entry and rehabilitation program at the Grundy County Jail
Organization Name	Grundy County Sheriff's Office
Point of Contact	
Email	
Phone	
Institutional Partner	Bonner Leader Program (OCE), Canale Service Internship Program (OCE), South Cumberland Plateau AmeriCorps VISTA Project (OCE+SCCF), Department of Philosophy
Purpose of this collaboration	This partnership provide capacity-building and program support for the Grundy County Jail through GED tutoring and a suite of enrichment and skills training programs for inmates that reduce recidivism and support successful reentry. These initiatives are aligned with the University's anchor institution priorities of Economic Development and Community Building because they support job development, and, therefore, financially secure households--and also increase collaboration between multiple organizations on the plateau. Efforts at the Jail include a number of programs designed to provide educational opportunities and job skills training to those who are incarcerated. Through this collaboration, University students, faculty and staff partner with jail personnel to provide programs for inmates that would otherwise be difficult to come by in a rural county. Students and VISTA members tutor inmates on GED prep and soft skills training, while faculty and community partners offer courses such as art, writing, and cooking nutritious meals with the University Head Chef.
Length of Partnership	Since 2015
Number of faculty involved	1
Number of staff involved	1 VISTA, 1 staff
Number of students involved	2 Bonner Leaders, 1 student
Grant funding, if relevant	\$195,000 from Office of Criminal Justice (re-entry program), and \$50,000 from TN Institute of Public Health for the Day Reporting Center (job skills training for released inmates), \$15,000 AmeriCorps VISTA grant
Impact on the institution	This collaboration is transforming for both students and faculty as it allows them to expand their impact beyond the classroom and gates of the University to a population (inmates) they may have not seen as part of their college/teaching experience. As a national conversation looms around mass incarceration and opioid addiction, this partnership provides students and faculty the opportunity to understand the impact of these phenomena up close, as well as an opportunity to work with both inmates and law enforcement on possible solutions. This collaboration fulfills the University's anchor institution priorities of Economic Development and Community Building.

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Impact on the community	The collaboration with University has provided a VISTA and several student interns to expand and enhance the reach of the re-entry and rehabilitation program at the jail. Through this partnership the Jail was able to secure a \$195,000 grant as a result of research conducted by the VISTA member. This grant enabled the jail to hire a full-time coordinator to sustain the work of the program. An additional \$50,000 grant was awarded to develop a Day Reporting Center. Multiple inmates have graduated with their GED and several are enrolled in the workforce development program as a result of partnerships with local businesses forged through the VISTA and student work with the jail. The jail now has a soft skills and financial literacy curriculum developed by VISTA and students. The recidivism rate in Grundy County continues to decline: 27.4% in 2017, down from 28.7% in 2016, and in 2015, the year before the reentry program was initiated, the recidivism rate was 37.7%.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

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Partner #4

Project/Collaboration Title	Program support at Folks at Home
Organization Name	Folks at Home
Point of Contact	
Email	
Phone	
Institutional Partner	Canale Service Internship Program (OCE), South Cumberland Plateau AmeriCorps VISTA Project (OCE+SCCF), Department of Biology
Purpose of this collaboration	Folks at Home in Seawee coordinates services to empower individuals to live at home with dignity in the community they love. This partnership supports programs and operations, and offers systems coordination support to Folks at Home. The University's collaboration with Folks at Home is aligned with its anchor institution priorities of Health and Well-being and Economic Development by supporting programming that promotes active living and chronic disease prevention and management for older community members, as well as volunteer initiatives that enable older adults to live independently at home.
Length of Partnership	Since 2010
Number of faculty involved	1
Number of staff involved	1 VISTA
Number of students involved	1 Canale Intern, 40 volunteers, (16 Biology 232 students in spring 2019)
Grant funding, if relevant	\$4,383 VISTA-supported SCCF grant for "Walk with Ease" program, \$15,000 AmeriCorps VISTA grant
Impact on the institution	This partnership allows the University to work in the Seawee community and University students in leadership and volunteer recruitment to address the needs of the older adults, both in terms of physical activity, and psychological well-being through building intergenerational relationships. These activities support the University's anchor institution priority of Health and Well-being, as well as student's development of learning outcomes such as leadership skills and civic awareness.
Impact on the community	This partnership has helped build the capacity of Folks at Home to develop its physical activity programs for older adults with an emerging focus on developing intergenerational relationships through programming spearheaded by students in Biology 232: "Human Health and the Environment." Since the inception of the partnership, faculty and students have contributed both volunteer hours and best practice research, and Greek organizations (including an MOU with fraternity, Lambda Chi Alpha), have created long-term ties between students of the College and older community members.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	

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Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #5

Project/Collaboration Title	Volunteer and course engagement with Housing Sewanee, Inc.
Organization Name	Housing Sewanee, Inc.
Point of Contact	
Email	
Phone	
Institutional Partner	Fraternity and Sorority Life, South Cumberland Plateau AmeriCorps VISTA Project (OCE+SCCF), Department of Physics, Office of Civic Engagement, All Saints' Chapel (Outreach)

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by The University of the South on 9/18/2018. Last modified on 7/19/2020.

Purpose of this collaboration	Housing Sewanee, Inc. is a local, Habitat for Humanity-style organization that provides affordable housing in the Sewanee community. The long partnership between the University and Housing Sewanee spurred a volunteer-led movement to aggressively address the impacts of gentrification and deteriorating housing in the University's most proximate neighborhoods. Now, students, faculty and staff are providing volunteer hours and expertise for an energy efficient demonstration home that uses reusable building materials, high grade insulation, green energy technology and water reclamation to reduce costs further for homeowners, and showcase low cost, sustainable new construction techniques on the plateau. The University's partnership with Housing Sewanee is aligned with its anchor institution priority of Economic Development by supporting safe, affordable housing.
Length of Partnership	Since 1993
Number of faculty involved	2 (1 faculty member from Physics, 1 faculty member from the School of Theology)
Number of staff involved	2
Number of students involved	10
Grant funding, if relevant	In 2017, \$3,850 SCCF grant for rainwater capture system and geothermal-assisted heating and cooling in Sherwood Springs demonstration home.
Impact on the institution	Civic engagement initiatives at the University would not be what they are today without the work of [redacted] through Housing Sewanee, Inc. (HSI). The partnership with Housing Sewanee has engaged generations of volunteers from the University, especially students who might not otherwise engage in service, along with community members, to revitalize and maintain affordable housing in Sewanee. The University's high level of sustained engagement with HSI throughout the 90's and 00's set the stage for more recent developments in campus-community partnerships. Now, HSI is becoming a leader on the South Cumberland Plateau in energy efficient construction, engaging student volunteers, faculty and student research, and other University resources in this development. Through this partnership, the University advances its anchor institution priority of Economic Development by supporting safe, affordable housing initiatives. Students connect environmentally responsible building practices to broader economic impacts, especially for low-income homeowners.
Impact on the community	After its founding in 1993, Housing Sewanee, Inc. spurred a local, volunteer-led movement to aggressively address the impacts of gentrification and deteriorating housing in Sewanee. Since 1993, the organization has built 17 houses, providing no-interest loans and financial counseling to local families. For many residents of Sewanee, both those affiliated with the University and not, HSI has awakened a spirit of community building and social justice by focusing its mission in the most proximate place, Sewanee itself.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by The University of the South on 9/18/2018. Last modified on 7/19/2020.

Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #6

Project/Collaboration Title	Community development partnership with South Cumberland Community Fund (SCCF)
Organization Name	South Cumberland Community Fund
Point of Contact	
Email	
Phone	
Institutional Partner	Bonner Leader Program (OCE), Canale Service Internship Program (OCE), South Cumberland Plateau AmeriCorps VISTA Project (OCE+SCCF), Philanthropy Internship Program (OCE+SCCF), Office of Civic Engagement
Purpose of this collaboration	The University and SCCF collaborate on joint community development work in partnership with local organizations and leaders to avoid reinventing the wheel and stepping on each others toes while seeking ways to connect each organizations unique resources to community priorities. The University and SCCF have adopted shared social impact priorities and will together convene community conversations around these priorities in fall 2018. The mission of SCCF, the first and only local philanthropic organization serving the plateau, is to improve the quality of life across the plateau by increasing philanthropic giving and providing community leadership to: Build on the strength of the area's people, communities and natural setting, Enhance community capacity and collaboration, and Support innovative ways to solve community problems.

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Submitted by The University of the South on 9/18/2018. Last modified on 7/19/2020.

Length of Partnership	Since 2014
Number of faculty involved	2
Number of staff involved	6 staff, 2 AmeriCorps VISTAs
Number of students involved	17 Philanthropy Interns (in 2017-2018, 8 Philanthropy Interns), 2 Bonners
Grant funding, if relevant	In 2017, \$65,000, and in 2018, \$68,000 of capacity building funds to support local organizations and leaders, and the school system. Jesse Ball duPont Fund: 2014-2017 - \$136,000 (2017 - \$41,500).
Impact on the institution	The partnership with SCCF has increased the University's social capital in the tri-country area due to SCCF's grants program which has strengthened relationships with community organizations and leaders. This unique partnership allows the University to combine resources with SCCF thereby increasing impact through both financial and human resources. Students in the Philanthropy Internship program receive valuable practical experience by shadowing the SCCF's grant-making process, and develop skills and knowledge to carry out their own grant process in the fall. As a result of this partnership, the University has leveraged funds from Jesse duPont Fund as seed money to create a VISTA program and joint community development director position. SCCF co-sponsors the VISTA program and aligns its priorities with all four of the University's anchor institution priorities.
Impact on the community	Through this partnership, community organizations have access to two grant programs that, combined, provide up to \$15,000 in support per year. Through shared community development work, organizations and community leaders have access to professional development workshops (in partnership with Center for Nonprofit Management in Nashville) on subjects including: strategic planning, board development, marketing and communications, program evaluation, the art of leadership, and "The Story Telling Leader," to name a few. In 2017-2018, 10 community leaders graduated with a certificate in nonprofit leadership from CNM Nashville. The workshops have also created a new local learning community, bringing non-profits across the plateau together to regularly share ideas and build connections. Approximately 10 organizations benefit each year from capacity building services provided by the VISTA program. The grants, VISTA, and University student intern programs, have led to multi-sector collaborations in an increasingly well-networked tri-county area. Financial impacts include: SCCF Grant Program: 2017 - \$99,273; 2018 - \$94,109; Student Philanthropy Internship Grants Program, funded by anonymous alumni gift: 2017 - \$28,303; 2018 - \$31,566. VISTA cash resources leveraged through the University-SCCF partnership: 2017-2018 - \$384,000; in-kind resources leveraged - \$51,000.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	

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Submitted by The University of the South on 9/18/2018. Last modified on 7/19/2020.

Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #7

Project/Collaboration Title	Support for Betterfi.co, a VISTA-created non profit lending corporation
Organization Name	BetterFi
Point of Contact	
Email	
Phone	
Institutional Partner	Bonner Leader Program (OCE), Canale Service Internship Program (OCE), South Cumberland Plateau AmeriCorps VISTA Project (OCE+SCCF), Babson Center for Global Commerce
Purpose of this collaboration	BetterFi's mission, as a non-profit economic justice enterprise, is to provide equitable financial services and coaching as a pathway out of predatory loans. A result of the first 501(c)3 organization to arise from the University's AmeriCorps VISTA program, the purpose of the collaboration with Better-Fi is to provide capacity-building and program support to an organization working to remove barriers to financial success for residents of the plateau/tri-county region. The University's partnership with BetterFi to support financially secure households in the region is aligned with its anchor institution priority of Economic Development.
Length of Partnership	Since 2018. Since 2015 (through AmeriCorps VISTA).
Number of faculty involved	3

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Submitted by The University of the South on 9/18/2018. Last modified on 7/19/2020.

Number of staff involved	3 staff, 1 VISTA
Number of students involved	6 Bonners/Canales, 1 student assisting the VITA program, 1 additional student volunteer
Grant funding, if relevant	From South Cumberland Community Fund in 2018, two grants: \$9,932; and Philanthropy Internship: \$5000. BetterFi has raised \$95,940 from donors/University alumni. \$15,000 AmeriCorps VISTA grant.
Impact on the institution	Through this partnership, the University has pursued its anchor mission priority of Economic Development to support financially secure households in the region. As a VISTA project initially incubated in the University's Babson Center for Global Commerce, BetterFi has linked University resources to the community-expressed priority for a consumer micro-finance loan fund. Current students, alumni, faculty and staff have all come together around this initiative.
Impact on the community	The University's partnership to develop and support BetterFi has led to increased collaboration between the plateau's major economic development entities, including the Grundy County Mayor's Office and the Rotary Club of Grundy County, and others. In the spring of 2018, BetterFi began work with its first client, from Winchester, Tenn., saving her \$3,500 by providing an alternative to a title loan. BetterFi also provides financial coaching to clients, free income tax preparation for residents of the tri-county area, and is leading efforts to offer Junior Achievement in local schools.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	

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Submitted by The University of the South on 9/18/2018. Last modified on 7/19/2020.

Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #8

Project/Collaboration Title	Service and medical internships at Beersheba Springs Medical Clinic
Organization Name	Beersheba Springs Medical Clinic
Point of Contact	
Email	
Phone	
Institutional Partner	Bonner Leader Program (OCE), Canale Service Internship Program (OCE), Cumberland Medical Internship (Pre-Health Program)
Purpose of this collaboration	Beersheba Springs Medical Clinic seeks to promote, protect and improve the health of residents of Beersheba Springs, Tenn. and the surrounding area. The clinic provides free and comprehensive evaluation and management of acute illness and chronic disease. The purpose of this collaboration is to leverage University resources to support a rural medical clinic that provides essential services. The University's collaboration with Beersheba Springs Medical Clinic is aligned with its Health and Well-being anchor institution priority.
Length of Partnership	Since 2014
Number of faculty involved	2
Number of staff involved	1
Number of students involved	15
Grant funding, if relevant	\$30,000 from the Carpenter's Fund (2018) to support new clinic building renovations. In 2017 - 2018, \$188.18 from the Office of Civic Engagement to support a Bonner Leader's contribution to new clinic building renovations.
Impact on the institution	University student interns have an immersive experience learning the dynamics of a free, rural medical clinic. Students shadow and support clinic staff, engage and recruit volunteers, and contribute to capacity building programs at the clinic. Supporting the Beersheba Springs Medical Clinic model--a community-supported, familial organization that provides and promotes maximum access to care--has allowed the University to pursue its anchor institution priority of Health and Well-being by supporting health systems for plateau residents.

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Submitted by The University of the South on 9/18/2018. Last modified on 7/19/2020.

Impact on the community	This engagement of University students, alumni, faculty and staff has created the opportunity for new clinic building renovations at Beersheba Springs Medical Clinic through donor engagement and grant writing. The new building renovated through this resource development work will immediately offer needed space for holistic health classes and offices, with the promise of providing space for ultrasounds, a patient assistance office, auxiliary medication storage, dental services, and a mental health office.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #9

Project/Collaboration Title	After-school ESL programming for children and parents
Organization Name	Westwood Elementary School

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Submitted by The University of the South on 9/18/2018. Last modified on 7/19/2020.

Point of Contact	Jennifer Raulston
Email	
Phone	
Institutional Partner	Bonner Leader Program (OCE), Canale Service Internship Program (OCE)
Purpose of this collaboration	The ESL program at Westwood Elementary School helps adult immigrants with English literacy and knowledge of rights, and provides tutoring programs and ESL instruction for children, K-5th grade. The University's collaboration with Westwood Elementary School is aligned with its Education anchor institution priority by advancing opportunities that support strong K-12 performance and post-secondary/career success.
Length of Partnership	ESL program at All God's Children (a ministry of First Presbyterian Church in Manchester) since 2012; Westwood Elementary since 2018
Number of faculty involved	2
Number of staff involved	1
Number of students involved	4 Bonners/Canales, 10 student volunteers
Grant funding, if relevant	Three capacity-building grants from the Office of Civic Engagement. In 2017, \$477.97 to purchase curriculum for adult ESL classes; In 2018, \$586.08 and \$187.22 for tutoring program supplies to support expanded numbers of volunteers and participants.
Impact on the institution	The University's partnership with ESL programs in Manchester began as a way for Lantinx students on campus to support local Spanish-speaking and immigrant communities through Saturday English tutoring. Strong relationship-building between community members and University students in Manchester allowed the University to connect with Westwood Elementary School in 2018 and establish a program for elementary school students as well as adults. Through this partnership, the University is pursuing its anchor institution priority of Education through initiatives that support strong K-12 performance and post-secondary success.
Impact on the community	Through the program, multiple adult ESL students have strengthened their English skills and have successfully completed GED/high school equivalency tests to their support post-secondary and career success. 60 - 70 students K-5th grade participate in weekly ESL tutoring at Westwood Elementary. Paired English tutoring programs for adults and children support strong family-school engagement, which contributes to students' success.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by The University of the South on 9/18/2018. Last modified on 7/19/2020.

Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #10

Project/Collaboration Title	Mentoring and enrichment programming support for Sewanee Elementary School
Organization Name	Sewanee Elementary School
Point of Contact	
Email	
Phone	
Institutional Partner	Bonner Leader Program (OCE), Canale Service Internship Program (OCE), Athletics Department, School of Theology, Department of Art, Art History, and Visual Studies
Purpose of this collaboration	The purpose of this collaboration is to use University resources to support learning and development for students pre-K-5th grade at Sewanee's local elementary school. Through mentoring, after-school enrichment, and environmental programming, participants' connections to the natural place and Sewanee community are strengthened. The University's partnership with Sewanee Elementary School is aligned with its anchor institution priority of Education through a range of initiatives that support strong school performance.
Length of Partnership	Well-Directed Curiosity since 2010; Wednesday Wonderings since 2018.
Number of faculty involved	10
Number of staff involved	1

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Submitted by The University of the South on 9/18/2018. Last modified on 7/19/2020.

Number of students involved	2 Bonners/Canales, 60 student volunteers
Grant funding, if relevant	
Impact on the institution	Student interns and volunteers develop practical experience in leadership, curriculum development, outdoor education, and mentoring. This partnership provides a connection between the University and its most proximate elementary school, regularly linking University students, faculty, staff and resources to opportunities for program development and support. This partnership is aligned with the University's anchor institution priority of Education by promoting a range of initiatives that support strong school performance.
Impact on the community	Sewanee Elementary School has gained the capacity to offer more open place- and topic-based programming by adopting after-school enrichment programming, previously called Well-Directed Curiosity, that was led and organized by University service interns. University interns now support this renamed school-led initiative, Wednesday Wonderings, by recruiting volunteers and leading programs. Further, strong connections with multiple offices and departments at the University have created a sense of community and mutual responsibility around the importance of education in the greater Sewanee community. The University partnership has adapted to increasingly support school-initiated, volunteer-led programming with curricula.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by The University of the South on 9/18/2018. Last modified on 7/19/2020.

Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #11

Project/Collaboration Title	Haiti Outreach Trip and Sewanee-Haiti Institute partnership with Zamni Agrikol
Organization Name	Zanmi Agrikol
Point of Contact	
Email	
Phone	
Institutional Partner	Department of Environmental Studies, Department of Biology, Outreach Trip Program (OCE), Department of Art, Art History, and Visual Studies
Purpose of this collaboration	The purpose of this partnership with farmers in Bois Joli, Haiti is to activate interdisciplinary academic research, student internships, student service trips, and University faculty in the context of a community-driven development project, led by Haitian farmers, to reforest the central plateau by growing coffee and other crops for market. The University's partnership with Zamni Agrikol is aligned with the University's anchor institution priorities of Economic Development and Health and Well-being by supporting initiatives that contribute to job development and protection of the environment.
Length of Partnership	Since 2006
Number of faculty involved	3
Number of staff involved	2
Number of students involved	30
Grant funding, if relevant	\$30,000 annual gift from friends of the Univeristy supporting research internships, and other elements of the partnership. Sewanee interns in Haiti have also been supported by the Mellon Fund for Environmental Studies (\$170,000 endowment)

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Submitted by The University of the South on 9/18/2018. Last modified on 7/19/2020.

Impact on the institution	Sewanee's partnership with Zamni Agrikol is a signature initiative that employs University resources by layering traditional service-learning with collaborative research in the context of a community-driven development project. The University's partnership with Zamni Agrikol is aligned with the University's anchor institution priorities of Economic Development and Health and Well-being. Students are able to see the connections between grass-roots community organizing and larger environmental and international development goals through the lens of a long-term commitment to accompany farmers in Bois Joli, Haiti. The partnership with Zamni Agrikol has offered the University a framework for a collaborative community development project in a rural place. "The summer research season is where we really explore different aspects of economic and agricultural development, as well as the dynamics of a rural agrarian place."
Impact on the community	Through co-developed programming that has responded to community-identified opportunities, this partnership has had impacts in the areas of environmental and economic well-being. Beginning in 2015, the University has used its Green Fee--a portion of the student activities fee allocated to environmental projects--for carbon payments to Zamni Kafe coffee farmers to reintroduce shade grown coffee agro-ecosystems, reducing deforestation. In 2018, Sewanee-Haiti Institute staff and faculty helped forge a partnership between Singing Rooster, a Port au Prince- and Madison, Wisc.-based company and farmers in Bois Joli to bring their crops to market.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	

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Submitted by The University of the South on 9/18/2018. Last modified on 7/19/2020.

Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #12

Project/Collaboration Title	Sewanee civic engagement internships and capstone project with the National Diaper Bank Network
Organization Name	National Diaper Bank Network
Point of Contact	
Email	
Phone	
Institutional Partner	Civic Engagement Summer Internships (OCE), Civic and Global Leadership Certificate Program (OCE), Sewanee-Yale Collaboration
Purpose of this collaboration	The purpose of this collaboration is to support the National Diaper Bank's mission of addressing diaper need in its national network and develop student capacity to use academic tools to provide this support. This relationship is also supported by the Sewanee-Yale Collaboration, which brings staff from Yale and colleagues from New Haven to support Sewanee's academic and civic engagement foci on Southern Appalachia. This partnership is aligned with the University's anchor institution priority of Health and Well-being.
Length of Partnership	Since 2014
Number of faculty involved	1
Number of staff involved	
Number of students involved	1 intern (summer 2018), 2 interns (summer 2019)
Grant funding, if relevant	
Impact on the institution	This partnership has allowed the University to place students in a vibrant nonprofit doing innovative outreach and policy work at the national level to address unmet diaper need for low income women, and unmet feminine hygiene product needs. This partnership is aligned with the University's anchor institution priority of promoting Health and Well-being. This collaboration has also led to our first example of a student-led capstone project that grew out of a reciprocal relationship in the Certificate in Civic and Global Leadership, harnessing rigorous academic research to produce a deliverable.
Impact on the community	The capstone project offered the National Diaper Bank with a rigorous assessment of the messaging strategy of the websites of its 220 or so network members, and will produce a follow up set of recommendations, grounded in framing analysis, about how the National Diaper Bank can improve its messaging, and the messaging of its affiliates.

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Submitted by The University of the South on 9/18/2018. Last modified on 7/19/2020.

Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #13

Project/Collaboration Title	Partnership with South Cumberland Health Network
Organization Name	South Cumberland Health Network
Point of Contact	
Email	
Phone	
Institutional Partner	Office of Civic Engagement, Philosophy Department, Department of Mathematics

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by The University of the South on 9/18/2018. Last modified on 7/19/2020.

Purpose of this collaboration	The South Cumberland Health Network seeks to improve the health and quality of life for the people of the region by enhancing coordination of services thereby increasing access to health care. This partnership is aligned with the University's anchor institution priority of Health and Well-being through health systems improvement.
Length of Partnership	Since 2013
Number of faculty involved	1
Number of staff involved	1 staff, 1 AmeriCorps VISTA
Number of students involved	16
Grant funding, if relevant	In 2014 - 2015, \$63,280 HRSA Rural Health Network Planning Grant, In 2016 - 2017, \$6,600 from St. Thomas Health to support an AmeriCorps VISTA member, \$7,900 in addition for AmeriCorps VISTA.
Impact on the institution	This partnership allows the University to develop robust relationships with local health care providers, providing students an opportunity engage a community and community leaders grappling with how to improve local population health and thereby work toward one of the University's anchor institution priorities of supporting Health and Well-being in the local community through health systems improvement.
Impact on the community	This partnership has provided the Health Network and local health care providers with strategies for collaborative programming, and has brought financial resources to the Network and to its local partners.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	

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Submitted by The University of the South on 9/18/2018. Last modified on 7/19/2020.

Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #14

Project/Collaboration Title	Partnership with Grundy County Schools on reading, literacy, attendance, and family engagement
Organization Name	Grundy County Department of Education
Point of Contact	
Email	
Phone	
Institutional Partner	South Cumberland Plateau AmeriCorps VISTA Project (OCE+SCCF)
Purpose of this collaboration	This collaboration with Grundy County Schools is aimed at strengthening attendance and family engagement programs to reduce chronic absenteeism, and improving grade level reading and overall educational outcomes for students throughout eight elementary schools. The collaboration is aligned with the University's anchor institution priorities of Education and Economic Development.
Length of Partnership	Since 2016
Number of faculty involved	
Number of staff involved	2 staff, 2 VISTAs, 18 Summer VISTAs
Number of students involved	15
Grant funding, if relevant	2 \$15,000 AmeriCorps VISTA grants (\$30,000)
Impact on the institution	Through this partnership, the University is advancing its Education and Economic Development anchor institution priorities. Because the University is the second largest employer in the area, we recognize the importance of investing in early childhood and k-12 education to strengthen the future workforce in the area, and our campus.

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Submitted by The University of the South on 9/18/2018. Last modified on 7/19/2020.

Impact on the community	Through the partnership with the University-SCCF VISTA program, Grundy County Schools have implemented attendance and family engagement programs. Best practice research has shown these two high impact strategies improve grade-level reading. Within the first year of the program, the school system has been able to reduce chronic absenteeism by 2% and offer the first county-wide family engagement summit in April 2018 to raise awareness of the importance of family engagement and attendance in a student's school success. The summit engaged school district officials, teachers, parents, mayors, and members of social service organizations together in one room for the first time to address this important issue. During summer months, VISTA Summer Associates provide vital support to Grundy County teachers in the Read to be Ready program, which is designed to prevent "summer learning loss" and improve reading scores.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #15

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by The University of the South on 9/18/2018. Last modified on 7/19/2020.

Project/Collaboration Title	Opioid and substance abuse prevention and outreach
Organization Name	Grundy Safe Communities Coalition
Point of Contact	
Email	
Phone	
Institutional Partner	South Cumberland Plateau AmeriCorps VISTA Project (OCE+SCCF), Bonner Leader Program (OCE), Canale Service Internship Program OCE), Department of Politics, Civic Engagement Faculty Fellows (OCE)
Purpose of this collaboration	Grundy Safe Communities Coalition is a community substance abuse prevention and education organization. This partnership provides capacity building support to the Grundy Safe Communities Coalition through the South Cumberland Plateau AmeriCorps VISTA Project, academic year service internship programs, and through Community Engaged Learning (CEL) courses. This partnership is aligned with the University's anchor institution priority of Health and Well-being by supporting programs that provide opioid abuse prevention training and initiatives.
Length of Partnership	Since 2017
Number of faculty involved	2 (1 faculty member from Politics 421, and 1 faculty member from Psychology 350)
Number of staff involved	1 VISTA
Number of students involved	30 (12 students from Politics 421: "Reaching Community Policy Goals" and 16 students from Psychology 350 "Drugs and Behavior," and 2 Canale Interns)
Grant funding, if relevant	\$15,000 AmeriCorps VISTA grant, Civic Engagement Faculty Fellows training and course support, \$1,000 capacity building grant from OCE for community outreach and education program materials.
Impact on the institution	The University, through OCE, has adopted Health and Well-being as an anchor institution priority with an objective to work with the community to establish a plan for community care collaborations including a continuum of care for opioid use disorder. This project furthers that institutional goal, while supporting two civic engagement faculty fellows in their first civic engagement courses that offer students a chance to connecting academic learning to community outcomes.
Impact on the community	GSCC will implement one of the program plans from Politics 421 (Life Skills Training) for school counselors. The course and will use data collected on student perceptions of drug and alcohol use to inform decisions about this new programming. Academic resources have strengthened the Coalition's efforts to build on its current education and outreach programming.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	

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Submitted by The University of the South on 9/18/2018. Last modified on 7/19/2020.

Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

E.2.2. Does the institution or departments take specific actions to ensure mutuality and reciprocity in partnerships?

Yes

E.2.2.1. Describe the actions and strategies for ensuring mutuality and reciprocity in partnerships:

The purpose of this question is to determine if the institution is taking specific actions to ensure attention to reciprocity and mutual benefit in partnership activities. Do not provide project examples here. Please describe specific institutional strategies for initiating, sustaining, and enhancing interaction within partnerships that promote mutuality and reciprocity in those partnerships. Examples could include the development of principles that inform the development and operation of partnerships, professional development activities, recognition or review protocols, reporting or evaluation strategies, etc.

OCE's values govern the practices of the office, which tracks and oversees University community engagement:

In working with diverse communities to improve the lives of those who lack the opportunity to flourish, we are committed to bringing the following values into our work, embracing the dignity and humanity of all engaged in these projects, as we seek to make our partner communities places of prosperity for all their residents.

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Hope: We yearn for communities where all members experience well-being. Hope-filled communities are equitable, diverse, and inclusive.

Collaboration: In a world in which complex social problems require complex social solutions, we seek to collaborate with those with whom we find common cause.

Commitment and Persistence: The core of our work requires sustained engagement over the long haul. True personal, institutional, and community-wide transformation is sustainable when it draws on the strengths and assets of all members.

Humility and Sensitivity: In the face of complex challenges, the character and solutions of which are less than certain, complicated by the contexts in which they arise, we seek humility, through engaging in self-examination, becoming sensitive to the people we accompany and the context of their lives, and being curious about those matters that are unfamiliar to us.

Reciprocity: Relationships are integral to community well-being.

Equity and Justice: In the face of disparities in opportunities to flourish as a human being, we are committed to ensuring that everyone has fair access to equal opportunities.

Inspired by these values, our partnership model, which focuses on developing long-term collaborations, as indicated above, follows these principles:

*Relationship initiation: A relationship-building process involving face to face meetings to determine the community organization's mission and goals.

*Fit: Discussion of the University's capacity to partner to advance those goals and the community organizations' capacity to supervise students, VISTA volunteers, or work with faculty members and their students.

*Co-design: A lead from the OCE or University faculty takes on the role of working with the partner to develop a mutually agreeable project.

*Agreement: A partnership agreement is signed by our local partners, and a logic model or work plan is co-developed with the partner.

Our values, however, are more general and play a role in all of our community and campus engagement.

E.2.3. Are there mechanisms to systematically collect and share feedback and assessment findings regarding partnerships, reciprocity, and mutual benefit, both from community partners to the institution and from the institution to the community?

No

E.2.3.1. Describe the mechanisms and how the data have been used to improve reciprocity and mutual benefit:

As we indicated above, we survey our Bonner and Canale internship partners annually and solicit feedback on how things are going, but have not explicitly surveyed them on reciprocity and mutual benefit. Starting next year, we plan to survey them on how our collaborations with them we have lived up to our mission and values.

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IV. Reflection and Additional Information

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

Although we engaged in systematic strategic planning in 2015 and 2018, the detailed account of our programs offered in this application has helped us become more explicit about how our mission and values are manifest throughout all of our projects.

Also, this process has highlighted for us and deepened our commitment to develop those policies and foster those practices that we need to make community engagement at Sewanee more impactful, and better express our mission and values.

Although we are glad to wrap-up this application process, we are also excited about the ways that, during the last five years, the Carnegie Classification has been a North Star for our work and has not only moved our work forward but also inspired us as we prepare to advance our mission in the next few years. We are especially excited about integrating further our mission-driven commitment to collective social impact with our institutional commitment to global learning.

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

Section 1. A: The development of the work of the Office of Civic Engagement that was initiated in 2016 with a donor's challenge gift of \$1.12 million distributed over four years and solicited through the Office of Advancement with the direct involvement of the President of the University (the Vice-Chancellor John McCardell), has made possible our step-wise approach to program planning and development. In addition to adding and developing academic programs and faculty development opportunities, we began in earnest to improve the tracking and assessment of our programs. We also lobbied for, and got, a move of our office from the Dean of the College to the Office of the Provost, which signaled the Administration's understanding of the fact that the mission of the Office of Civic Engagement is not limited to the undergraduate program but University-wide, and of sufficient importance to the mission of the University to need oversight and support from the Provost's Office. Below, we offer more specific details of this history without always being able to make specific this contextual frame.

This stepwise approach has been taken not only in the University but also in the local community. The advantage we have reaped from this approach is the success of specific programs with realistic short-term objectives intertwined with the development of relationships of trust with our campus and community collaborators. We have gone slow, as they say, to go fast. We feel our strategy has worked. Central to this strategy has also been to invite collaboration and provide the support to our partners to make collaborations possible and to ensure that these collaborators are full partners who can get recognition and take credit for their contributions to our shared efforts. This process has resulted in a strong foundation at the University and with the community for ongoing and future civic endeavors. That is what has made possible our serious and ongoing collective impact planning with our key community partner, the South Cumberland Community Fund, and the network of nonprofit and governmental organizations they and we together have jointly built since 2013-14. A byproduct of this history is that, even though our longest-running current programming dates to the 1990s, OCE has energetically engaged in professional practices and principles of higher education community engagement in recent years. Because of the recent history of our systematic tracking and assessment, we have limited ability to

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report long-term impact. So the effects that we report are short-term, and in some cases, only benchmarks that we will use as our regular assessment program moves forward. Given the context of our history, we have chosen to build a set of plans, with limited but real outcomes, to "grow" those into sustainable, ambitious long-term programs. The unique relationship we have with the South Cumberland Community Fund and the commitment of the University to raise an endowment of \$8 million and turn the Office of Civic Engagement into a "University Center" is a happy product of this approach.