

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by University of Notre Dame on 1/3/2019. Last modified on 7/19/2020.

Application Deadline

April 15th, 11:59pm EST

Data Provided

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

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

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

Use of Data

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

Community Engagement Definition

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

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

Applicant's Contact Information

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

Title

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Institution

University of Notre Dame

Mailing Address 1

Mailing Address 2

City

Notre Dame

State

Indiana

Zip Code

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

Full Name of Institution's President/Chancellor

President/Chancellor's Mailing Address

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President/Chancellor's Email Address

Campus and Community Context

A. Campus:

Provide a description of your campus that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and mission of the campus. You may want to include descriptors of special type (community college, land grant, medical college, faith-based, etc.), size (undergraduate and graduate FTE), location, unique history and founding, demographics of student population served, and other features that distinguish the institution. You may want to consult your campus's IPEDS data (<https://nces.ed.gov/ipeds/Home/FindYourCollege>) and Carnegie Basic Classification data (<http://carnegieclassifications.iu.edu/lookup/lookup.php>).

The University of Notre Dame, founded in 1842, is a 4-year, private, not-for-profit university affiliated with the Roman Catholic Church and located in northern Indiana in the United States. The University offers Bachelor, Masters, and Doctoral degrees (the latter in both research and professional practice). The University's general Carnegie Classification is Doctoral University with Very High Research Activity.

Notre Dame has as student population of approximately 12,500 (8,500 undergraduates), with an estimated student-to-faculty ratio of 10 to 1. Admissions are highly selective. Approximately 47% of undergraduates are female; 69% are considered White; and approximately 7% are from other countries. Almost 100% of undergraduates attend full time, as do 95% of enrolled graduate students. The graduation rate is approximately 95% (according to criteria outlined by the National Center for Education Statistics). Most undergraduates are ages 24 or under, and the majority live in residence on campus or locally.

The University offers a broad range of majors, many study abroad opportunities, and some online courses (but not full programs).

Since its founding, Notre Dame has aspired to be at the center of Catholic intellectual life—to be a bellwether institution in the pursuit of truth and knowledge—while remaining guided and elevated by the moral imperatives of the Catholic faith.

A great Catholic university has the potential to make a lasting difference in the world. From its humble beginnings as a struggling enterprise in the northern Indiana wilderness to its current state as a large-scale, well-recognized research university, Notre Dame has continually aimed to make a difference locally, regionally, nationally, and internationally. The University's passion to constantly improve and contribute creates intellectual excitement and provides a forceful momentum academically and beyond.

Despite challenging economic circumstances across the nation, Notre Dame has found numerous ways to advance its vision of being the preeminent Catholic research university of our time. Expanded research and service efforts have reached a level of success that promises to impact the University— and by extension, the world—for generations to come. It is our collective duty to connect our goals for Notre Dame with the dreams and aspirations of those we serve. The University does this through research that addresses today's challenges, through educating skilled and committed graduates, and through combining learning and inquiry across the disciplines with the resources of a great moral and spiritual tradition.

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The University's founder, Fr. Edward Sorin, C.S.C., called Notre Dame to be "a powerful force for good" in the world. His words continue to animate the University's vision and work today.

B. Community:

Provide a description of the community(ies) within which community engagement takes place that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and history of the partnership community(ies). You may want to include descriptors of special type (rural, urban, conservative, liberal, etc.), size (population), economic health, unique history, demographics of community population served/employed, and other features that distinguish the institution and community(ies). For local communities, you may want to consult your census data.

The City of South Bend is the county seat of St. Joseph County, Indiana. As of the 2010 census, the city had a total of 101,168 residents; its Metropolitan Statistical Area had a population of 318,586. It is the fourth-largest city in Indiana, serving as the economic and cultural hub of northern Indiana. The area was originally settled in the early 19th century by fur traders and was established as a city in 1865. The St. Joseph River shaped South Bend's economy throughout the mid-20th century with heavy industrial development such as that of the Studebaker Corporation, the Oliver Chilled Plow Company, and other large corporations.

The population of South Bend declined after 1960, due to migration to suburban areas as well as the demise of Studebaker and other heavy industry. Recently, the city population has started to grow for the first time in nearly fifty years. The old Studebaker plant and surrounding area, now named Ignition Park, is being redeveloped as a data technology center and business incubator to attract new industry. The racial makeup of the city in 2017 was 54% White, 26.5% African American, 14% Hispanic or Latino of any race, 0.5% Native American, 1% Asian, and 4% other races. Approximately 28% of the population lives below the poverty line, and 18.9% had a female householder with no husband present. The 2014 high school graduation rate for South Bend schools was 76.4%.

Since the 1960s, education, health care, and small business have come to the forefront of South Bend's economy. Notre Dame is the largest employer in St. Joseph County, employing 5,590 people. Beacon Health System is the second largest employer in the city at 3,450. Other notable businesses include Honeywell, AM General, and Crowe Horwath, who have corporate headquarters in South Bend.

However, since 2011, the town has taken on a new sense of pride and energy, coinciding with the election of Mayor Pete Buttegieg. The 60-year population decline has begun to reverse slightly, and poverty and unemployment are beginning to tick downward. In response to redevelopment efforts near the University, Mayor Pete turned attention to the downtown area. Key buildings have been extensively renovated through private investment garnered through the city's community investment office. A \$5.58 million bond was issued to improve many city parks after soliciting broad public input. To deal with numerous vacant and abandoned buildings, the City removed or renovated 1,000 properties in 1,000 days, a milestone reached 62 days ahead of schedule. A \$25 million bond was approved to massively change street designations downtown ("Smart Streets"), to enhance pedestrian-friendly retail and increase evening and weekend activities in the downtown area. According to Mayor Pete, "The relationship between South Bend and Notre Dame is the envy of a lot of college towns, ... talking with other mayors of cities with universities, you can definitely feel the difference." See: https://publicaffairs.nd.edu/assets/292740/final_report_2018_08_09_compressed.pdf, p.41

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Foundational Indicators

Complete all questions in this section.

A. President/Chancellor's Leadership Statement

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

- Indicates their perception of where community engagement fits into their leadership of the institution,
- Describes community engagement's relationship to the institution's core identity, strategic direction, and practices, and
- Discusses how engagement is institutionalized for sustainability in the institution.

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

Letter from University President Fr. John Jenkins was uploaded

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

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

A.2.1

Annual addresses/speeches:

"Regional Cities has already led our communities to collaborate in unprecedented ways and going forward, our responsibility is to further galvanize this newfound regionalism, as we work together to create a vibrant, thriving economy in all of the South Bend-Elkhart region." John Affleck-Graves, Executive Vice-President, December, 2015. See: <https://news.nd.edu/news/statement-on-regional-cities-of-northern-indiana-earning-42-million-grant/>

"The Robinson Center is instrumental in forging relationships within the community, and we hope to continue to foster our strong bond. The Center brings people together and makes great contributions to this neighborhood." Rev. John I. Jenkins, C.S.C., President, RCLC 15th Anniversary, February, 2016.

"We affirm, first of all, the transcendent dignity and worth of every human person, from conception to natural death, regardless of race, nationality or ethnic group, religious tradition, gender, socio-economic class,

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immigration status, sexual orientation or anything else. There is not a more fundamental or consequential principle than this one. Secondly, we believe that human beings are inescapably social, and the flourishing of each individual is possible only in a social context in which we each have responsibilities to others and others have reciprocal responsibilities to us. Together we strive to realize the common good—a term that refers to the complex and varied set of conditions that enable any sort of community and its members to flourish individually and collectively. Joined together in our various communities, we each contribute to and benefit from the realization of this common good." Rev. John I. Jenkins, C.S.C., Annual Address to the Faculty, May, 2016. See: <https://president.nd.edu/writings-addresses/2016-addresses/presidents-annual-address-to-the-faculty/>

"Notre Dame is doubling-down on South Bend, Mishawaka, on Elkhart, on Indiana, and on the unsurpassed promise of higher education done well. With you as partners, we are doubling-down on the future." Rev. John I. Jenkins, C.S.C., Annual President's Breakfast with Community Leaders, June, 2015. See: <https://news.nd.edu/news/collaboration-between-notre-dame-and-region-benefits-local-economy-and-university/>

"Notre Dame is committed to growing its community of innovators and entrepreneurs through our new IDEA Center. With the University's mission in mind—that of being a powerful means for doing good in the world—this bold initiative will enable Notre Dame's entrepreneurial environment to be best in class for our entire community, from undergraduates to postdoctoral scholars, faculty members to local business collaborators." Thomas G. Burish, Charles and Jill Fischer Provost, September, 2016. See: <https://news.nd.edu/news/idea-center-created-to-catalyze-new-research-innovation-commercialization-initiatives/>

A.2.1.1 Web Link (if available)

See above

A.2.2

Published editorials:

Here are a sample of editorials:

Jenkins, Rev. John I., C.S.C. "Persuasion as the Cure for Incivility," Wall Street Journal Opinion, January 8, 2013. See: <https://president.nd.edu/writings-addresses/2013-writings/persuasion-as-the-cure-for-incivility---wall-street-journal-opinion/>

Jenkins, Rev. John I., C.S.C. "Let's do this together," Observer Viewpoint, Observer," April 28, 2015. See: <https://president.nd.edu/writings-addresses/2015-writings/let-s-do-this-together-a-letter-from-fr-jenkins---observer-viewpoint/>

Jenkins, Rev. John I., C.S.C. "Moving forward with decency: Let us listen to one another," New York Daily News, November 21, 2016. See: <https://www.nydailynews.com/opinion/rev-john-jenkins-moving-decency-article-1.2879561>

Gehring, John. "Elections & the Common Good: An Interview with Notre Dame's John I. Jenkins," October 27, 2016. See: <https://www.commonwealmagazine.org/elections-common-good>

And from a reciprocal perspective, that our our local community, the Mayor of South Bend recently wrote about engagement efforts at Notre Dame: "Those at the university can come to see community members not as the

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subjects of a service project but as genuine neighbors who can draw benefit from their work, while helping to educate them in the realities of the problems they are trying to solve. The residents can offer the students a far richer education than they can get on campus alone, and in the process the students form a relationship with our community not just as a place they passed through but as a part of what shaped them, no less than the university itself." In P. Buttigieg (2019), *Shortest Way Home: One Mayor's Challenge and a Model for America's Future* (Publisher: Liveright).

A.2.2.1 Web Link (if available)

See above

A.2.3

Campus publications:

Campus publications regularly feature community engagement events and opportunities. Below are samples.

The Observer, Notre Dame's major student-run newspaper, routinely publishes student reflections on community engagement and collaborative opportunities. Many editorials focus on the Summer Service Learning Program (SSLP) and International Summer Service Learning Program (ISSLP), discussed elsewhere. Between March 1, 2017 and December 1, 2018, the Observer published 14 student editorials reflecting on an SSLP/ISSLP experience. In addition to editorials, The Observer published 34 news articles reporting on community engagement opportunities, such as the August 21, 2018 story "Summer service program promotes community through service," which outlined the 2018 summer participation rates (245 students participating at 160 service sites, locally and globally). See:

<https://ndsmcobserver.com/2018/08/summer-service-program-promotes-community-through-service/>

<https://ndsmcobserver.com/2017/11/ndcac-celebrate-dia-de-los-muertos-community-event/>

<https://ndsmcobserver.com/2017/11/political-climate-womens-issues/>

<https://ndsmcobserver.com/2018/02/networking-event-promotes-south-bend-community/>

<https://ndsmcobserver.com/2018/02/robinson-community-learning-center-go-zero-carbon/>

<https://ndsmcobserver.com/2018/02/students-mingle-embrace-community-at-multicultural-mixer-event/>

<https://ndsmcobserver.com/2018/03/community-members-engage-march-support-clean-immigration-policy/>

The Irish Rover, a student publication dedicated to Catholic identity, has also published news articles about community engagement opportunities. See for example: <https://irishrover.net/2017/12/exploring-engagement/>

The Daily Domer, a staff-run newspaper for Notre Dame students about institutional opportunities, featured 20 news articles about community engagement events, awards, and new institutional support. For example, a September 25, 2018 Daily Domer article reports on the student-run, nonpartisan organization NDVotes collaborating with multiple community partners (the League of Women Voters of the South Bend Area, Civic Duty South Bend, and Indiana University South Bend) to host a series of voter registration events throughout the South Bend community. See: <https://dailydomer.nd.edu/news/ndvotes-promotes-civic-engagement/>

In ND Works, an internal publication with news for Notre Dame faculty and staff and their families, a significant section of a 2018 issue was dedicated to sharing the findings of the economic impact report. In the same issue, a sampling of engagement work through the Office of Public Affairs was described, with an in-depth feature focused on a new partnership with a food rescue organization. See:

https://drive.google.com/drive/folders/1FJkm89a9_0r9iyOK7hyLCbyfhcdPXM5E

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A more recent issue of ND Works described the Carnegie application process and encouraged faculty and staff to update engagement projects into EngageND. The same article featured a project of ND's Track and Field team at South Bend's Center for the Homeless. See:

https://drive.google.com/drive/folders/1FJkm89a9_0r9iyOK7hyLCbyfhcdPXM5E

Notre Dame's undergraduate research publication also reflects a robust interest in community engagement and partnership. The Journal of Undergraduate Research published two articles that draw from community-based learning in their 2016-2017 Volume: "Teaching Asylum Seekers to Fish: Fiscal Sustainability in Germany via Job Training for Asylum Seekers," which draws from the author's research and experience in an SSLP; and "How Formal and Informal Social Structures Facilitate Inclusion and Community Building." See:

<https://sites.nd.edu/ujournal/archives/>

The University Writing Center's Fresh Writing, a venue for exceptional work by first-year students in writing and rhetoric classes, similarly published nine essays about community engagement, with research methods informed by a community-based section of a writing & rhetoric course. See:

<https://writingrhetoric.nd.edu/course-descriptions/community-based-learning/>

A.2.3.1 Web Link (if available)

See above

A.2.4

Other:

Notre Dame has a unique relationship with the NBC television network, which broadcasts Notre Dame home football games nationally. For each home game, Notre Dame works with NBC to create a 2-minute video that is aired to a national audience. These award-winning "What Would You Fight For?" videos showcase the positive impact Notre Dame is having on individuals, communities, and societies through its research, scholarship and creative endeavors around the globe. These segments highlight the University's moniker, the Fighting Irish, and tell the stories of the members of the Notre Dame family who fight to bring solutions to a world in need. Each video includes an active, engaged faculty member whose research is relevant to a salient social challenge, a community partner, and students. Since the fall of 2010 there have been over 60 such videos produced addressing a range of issues, including literacy, sustainable energy, tuberculosis, cancer, child abuse, trauma care, economic opportunity, disaster relief, and more. Sample videos have featured:

– The work of professor Judy Fox at the Law School to challenge predatory and discriminatory lending and fight for fair housing. Fox has engaged students at Notre Dame's Economic Justice Clinic in these efforts, and has been instrumental in passing statewide legislation. See: <https://fightingfor.nd.edu/2018/fighting-for-fair-housing/>

– The efforts of anthropology professor Rahul Oka to address the needs of displaced persons worldwide. Oka has worked with the United Nations and the World Bank to address the needs of those in refugee camps, and supported a Notre Dame student Majak Anyieth who started an educational nonprofit in South Sudan. See: <https://fightingfor.nd.edu/2015/fighting-for-displaced-people/>

– The work of Jennifer Tank, professor of biology, whose collaborative research engaging students and local

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farmers examines means to prevent threats (e.g. fertilizer runoff) to water while advancing water quality solutions that are a win-win for farmers and the environment. See: <https://fightingfor.nd.edu/2015/fighting-for-clean-water/>

All videos are archived for ongoing use at <https://fightingfor.nd.edu/>. We believe that the series captures well the ethos of engagement and work for the common good central to Notre Dame, and reinforces such for those who work/learn here.

The University's main website (see: <https://www.nd.edu>) also features unique engagement stories on its home page frequently. One example, run as a top story in 2016, was "Fulbright Scholars bring foreign languages to Perley School." See: <https://news.nd.edu/news/fulbright-scholars-bring-foreign-languages-to-perley-school/>

A current statement (March, 2019) promoting the common good and civic engagement on the homepage is from Notre Dame's President, Rev. John I. Jenkins, C.S.C.: "The world needs a university that graduates men and women who are not only capable and knowledgeable, but who accept their responsibility to serve others – especially those in greatest need." In another section of the homepage examining how the University integrates faith and service, Fr. Jenkins declares that Notre Dame aspires to be "a preeminent research University, to offer an unsurpassed undergraduate program, and to infuse both with a religious and moral framework that imbues knowledge with the power to benefit human beings."

A.2.4.1 Web Link (if available)

See above

B. Institutional Identity and Culture:

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

Yes

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

Websites where community engagement is defined in the context of Notre Dame's efforts include:

<https://engagement.nd.edu/>

<https://engagement.nd.edu/about/cecc-council-members/>

https://engagement.nd.edu/assets/288809/cecc_annual_report_2018.pdf

<https://socialconcerns.nd.edu/about>

<https://publicaffairs.nd.edu/>

Notre Dame's definition of engagement incorporates that of the Carnegie Foundation:

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"Community engagement at Notre Dame refers to the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity" (cited here: <https://engagement.nd.edu/> and other places).

Consistent with this, Notre Dame president Fr. John Jenkins noted that "Recognition from the Carnegie Foundation is one of the best markers of progress in the field of higher education. Eminently consistent with the University's mission and Catholic character, classification as an institution of Community Engagement affirms Notre Dame's efforts to address challenges and improve the quality of life in communities near and far." See: https://publicaffairs.nd.edu/assets/292740/final_report_2018_08_09_compressed.pdf

In various places, Notre Dame elaborates on this definition, offering additional language and examples to provide context and ground our engaged efforts. For example:

"Academic community engagement, also referred to as engaged scholarship, is a specific conception of community engagement that connects the intellectual assets of the institution (e.g., faculty expertise) to a host of public issues such as advancing human and environmental health, enhancing educational opportunities, and promoting social, cultural, and economic development. Community engagement takes a myriad of forms across the domains of teaching, research, and service, and among non-academic units of the University as well as academic. These include, in the realm of scholarship, internally and externally funded research, such as National Science Foundation (NSF) efforts that involve a "broader impact" component, translational research in the sciences and social sciences, public scholarship carried out in the humanities, and community-based research across the disciplines. In the realm of teaching, community-based learning exemplifies this work, as do other programs that take students into the community to learn, perform, research, and serve. Engagement also includes performances and presentations within local communities, and many diverse service activities on the part of every University constituency." This is drawn from the CECC 2017 Strategic Plan available here: https://engagement.nd.edu/assets/251491/1706_cecc_stratplan_hires_final_08112017_1_.pdf

The University also situates its call for engagement within its Catholic mission and the principles of Catholic Social Teaching that promote solidarity and the common good, as we describe elsewhere.

An example of how such definitions of engagement and efforts to promote the common good become embedded in the work of colleges and departments is the mission statement of the Mendoza College of Business: "To build a premier Catholic business school that fosters academic excellence, professional effectiveness, and personal accountability in a context that strives to be faithful to the ideals of community, human development, and integrity." Thus, the Mendoza College's charge to members of its community to "Ask More of Business"—to exemplify individual integrity, support organizational excellence, and exhibit a concern for the common good—is not simply a response to contemporary trends, but the modern embodiment of a nearly century-old legacy. See: <https://mendoza.nd.edu/about/our-mission/>

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

B.1.2.1

Mission or vision statement:

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The University Mission statement (excerpts):

"The University of Notre Dame is a Catholic academic community of higher learning ... dedicated to the pursuit and sharing of truth for its own sake. As a Catholic university, one of its distinctive goals is to provide a forum where, through free inquiry and open discussion, the various lines of Catholic thought may intersect with all the forms of knowledge found in the arts, sciences, professions, and every other area of human scholarship and creativity. ... The University prides itself on being an environment of teaching and learning that fosters the development in its students of those disciplined habits of mind, body, and spirit that characterize educated, skilled, and free human beings. In addition, the University seeks to cultivate in its students not only an appreciation for the great achievements of human beings, but also a disciplined sensibility to the poverty, injustice, and oppression that burden the lives of so many. The aim is to create a sense of human solidarity and concern for the common good that will bear fruit as learning becomes service to justice. ... The University is committed to constructive and critical engagement with the whole of human culture." For the full mission statement, see: <https://www.nd.edu/about/mission/>

See also this Vision statement (excerpt) provided by the Office of the Provost: "As a community committed to service, Notre Dame challenges students to grow in their understanding of complex human realities, and calls them to respond to the needs of the world with compassion and committed action. By educating students to be engaged by both their intellectual labors and their faith, we aspire to offer an education that is Catholic in the broadest sense of the word, both in welcoming all persons of good will to our university community and turning outward to embrace the larger world. Formed by a rich liberal education and possessed of mature faith in service to others, our graduates leave Notre Dame prepared to take their places at the forefront of discovery, innovation, and human achievement." See: <https://provost.nd.edu/undergraduate-education/vision-for-undergraduate-education/>

B.1.2.1.1 Web Link (if available)

See above

B.1.2.2

Strategic plan:

See these excerpts from the University's strategic plan (found at <https://strategicplan.nd.edu/>):

"With Notre Dame continuing to develop ... we are simultaneously called to ensure the world beyond our Indiana campus has not only an awareness but also an accurate understanding of who we are and the scholarship we pursue. This intensifies the need to reach out energetically to partners in the academy, government, and industry ... Over time, we must transform Notre Dame into a global university, an intellectual leader on the world stage buoyed by the global presence of the Catholic Church and the Congregation of Holy Cross. We also need to expand our collaboration at home, investing our time and resources with partners in South Bend and the Michiana region to support the area's economic growth, both for the sake of the region itself and its role in making Notre Dame a leading place to teach, learn, research, and work ... Our drive to collaborate more widely in the world ultimately comes down to our mission as a Catholic university: to use our knowledge and discovery to help serve God and neighbor—and the term 'neighbor,' in this age, does not only mean someone who lives nearby. To reach the full expression of our mission, Notre Dame must do its utmost to touch as many lives in as many places as possible." See: <https://strategicplan.nd.edu/university-plan/external-engagement/>

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"Notre Dame will partner to enhance the stability and growth of our regional community: Accommodating visitors is important, but collaborating with key partners to maintain and attract the best talent and businesses to the area is an even more critical challenge. Among the most visible institutions in the region, Notre Dame has an opportunity and a responsibility to attract faculty, staff, students, and visitors who can contribute to the community in a meaningful way. Doing so requires that we invest in our employees and facilities in a manner that goes beyond simple job creation to enhance the local economy and quality of life."

"In a very real sense, the University and the community are inseparable. This is a relationship we are fortunate to enjoy. Together, we explore how what Notre Dame faculty and students are doing in labs, libraries, and classrooms might positively impact the wider community; plan for the joint development of our campus and the surrounding areas; and pursue a whole host of initiatives critical to the functioning of a research university."

Strategies outlined in the plan:

- Seek an external foundation grant aimed at job creation, academic development, and brain gain for the regional community
- Attract and retain business development in the region by creating a new position dedicated to coordinating the movement of existing companies to the area as well as assisting new companies to grow from idea conception to successful market entry and beyond
- Provide capital to construct expanded facilities that engage the community and promote more business development (i.e., Robinson Community Learning Center, Innovation Park Phase II)

See: <https://strategicplan.nd.edu/university-plan/external-engagement/enhancement-areas/>

B.1.2.2.1 Web Link (if available)

<https://strategicplan.nd.edu/>

B.1.2.3

Accreditation/reaffirmation document/QEP:

Notre Dame is accredited by the Higher Learning Commission (HLC) and a member of the North Central Association (NCA). From 2012-2014, through the Office of the Provost, the University's reaffirmation of accreditation process culminated in the publication of Notre Dame's comprehensive self-study for the HLC. In spring of 2014, the University's accreditation was reaffirmed for another 10-year period, with the next comprehensive HLC review to be in 2023-2024.

In section 1.D. of the HLC Assurance document, Notre Dame compiled extensive documentation indicating its mission and commitment to the public good. The Provost's Office worked closely with the Office of Public Affairs and the Center for Social Concerns to identify academic outreach and community service efforts for the report that represented the breadth of campus/community engagement at that time. This Assurance is published (see 2nd URL below) and includes documentation on how its actions and decisions reflect "an understanding that in its educational role the institution serves the public." In addition, the document outlines Notre Dame's priority that its academic purpose takes "primacy over other purposes, such as generating financial returns for investors ... or supporting external interests." And finally, the information provided extensively demonstrates how Notre Dame engages "external constituencies and communities of interest" to be responsive to their needs "as its mission and capacity allow."

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See:
<https://provost.nd.edu/institutional-accreditation-and-state-authorization/>
https://engagement.nd.edu/assets/312709/nd_2018_core_component_1d_assurance_filing.pdf.pdf

B.1.2.3.1 Web Link (if available)

See various links above

B.1.2.4

Other:

The values and culture of an institution are reflected in the types of awards and recognition bestowed on the institutions' members. Two campus-wide awards recognize faculty engagement in high-profile ways, highlighted at the President's Dinner for Faculty each May. The Reinhold Niebuhr Award is given annually to a faculty member or administrator whose body of academic work (e.g., articles, books, creative works) and life promote or exemplify the area of social justice in modern life. The Grenville Clark Award honors an individual whose voluntary activities advance the cause of peace and human rights. Details on the recent awardees are illustrative. In 2018 the Niebuhr Award went to Professor Ann-Marie Conrado, who devotes her research, teaching, and practice in industrial design to deepening cross-cultural understanding and making life better for poor rural communities in Nepal. She was the inaugural winner of the Young Educator of the Year Award from the Industrial Designers Society of America and has for more than a decade engaged Notre Dame undergraduates in social design and community-based research that benefit Nepalese artisans. The Clark Award in 2018 was presented to Prof. Jay Brockman, Associate Dean of Community Engagement and Experiential Learning, for his multi-year effort to involve students in ecological restoration and community revitalization efforts with partners in South Bend's Southeast Neighborhood.

See: <https://provost.nd.edu/information-for-faculty/faculty-awards/>

B.1.2.4.1 Web Link (if available)

See above

B.2.1

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

Community engagement is now supported in Notre Dame's strategic plan for 2014-2024 as described more fully in a previous section. Principally represented in Goal V of the five core University goals, this commitment is further delineated in the strategic plan of the University's Community Engagement Coordinating Council (CECC), and has filtered into plans within the Office of Public Affairs, the Center for Social Concerns, and the Colleges of Science and Engineering.

Since the last classification, the Notre Dame Center for Arts and Culture (NDCAC) has been created, with a programming portfolio shared between the Office of Public Affairs and the College of Arts and Letters. The

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NDCAC adds a critical new physical presence, as well as new partnership opportunities on the west side of South Bend. In addition, the University's new Keough School for Global Affairs established community-based learning, research and other partnership elements directly into its required project-development and management courses for its first class of graduate students.

The Director of Community Engagement, a position located in the Office of Public Affairs, organized about 35 university staff with educational outreach or engagement elements in their job descriptions into OutreachND, a campus coalition that has been meeting semi-annually since 2013 to troubleshoot issues like visitor parking, project sustainability, facility uses, etc., but also to share successes, lift up partnerships, and promote best practices. Together with the CECC, this group is most active in submitting engagement activities into the University's database, EngageND, as well as encouraging peers and faculty in their departments to do the same. OutreachND peers meet over lunch mid-semester, with frequent communications throughout the academic year to share partner contacts, write joint proposals, discuss measurement, and generally keep members apprised of events/activities/partnerships beyond their own units.

One additional manifestation of Notre Dame's commitment to impactful community engagement is the establishment of the Moreau College Initiative (MCI). Initially sponsored by the Bard Prison Initiative in 2013, MCI is now a thriving collaboration of Holy Cross College and the University of Notre Dame providing high quality postsecondary liberal arts education to men incarcerated at Westville and Miami Correctional Facilities in Indiana. MCI was recently selected as a Second Chance Pell (SCP) pilot site for the Department of Education's experimental prison education initiative. MCI appointed its first full-time Director of Operations in 2014, and currently supports two FTE staff, an AmeriCorps member, and a half-time research associate. This May, MCI will confer its 50th Associates degree and 10th BA degree through Holy Cross College. An eight member Faculty Steering Committee from both Notre Dame and Holy Cross oversees the program. Continuing the legacy of pioneering work in this field, MCI has partnered with the Institute for Higher Education Policy (IHEP) in a research initiative designed to highlight key performance indicators of quality higher education in prison programming. This work aims to produce a data collection tool and metrics framework that will help postsecondary programs in prisons measure student outcomes and the benefits of programming.

B.3.1

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

While Notre Dame has seen some deans transition, each executive officer at the University has remained the same since our last application. Rev. John I. Jenkins, C.S.C. was most recently appointed to a third five-year term in 2015. Dr. John Affleck-Graves, Executive Vice President, announced that he will retire in June, 2019, to be replaced by Mr. Shannon Cullinan. Under the leadership of Provost Tom Burish, two new engagement-focused University entities have been established since 2010, the IDEA Center and the Keough School of Global Affairs.

Dr. Bryan K. Ritchie leads the IDEA Center and was appointed the inaugural Vice President and Associate Provost for Innovation at Notre Dame, effective in March, 2017. In this role, Ritchie coordinates the University's innovation and entrepreneurship programs. Representing Innovation, Discovery and Enterprise Acceleration, the IDEA Center provides technical services and expertise for technology translation, business formation and commercialization. Ritchie also helps to support student entrepreneurship, innovation across the curriculum, and extracurricular programs. At the announcement of his appointment, Ritchie commented that "very few universities are thinking about commercialization in the holistic and integrated way that links it to every aspect of the modern university's mission ... I believe that over time this approach will bring faculty, students, alumni and the community together to transform great discoveries into world-changing innovations." Notre Dame's

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first new School in a century, the Keough School of Global Affairs, is being led by Dr. Scott Appleby with a strong focus on global engagement, described later in the application.

At the Center for Social Concerns (CSC), an established, integral unit to community-based research and learning on campus, new Executive Director, Fr. Kevin Sandberg, C.S.C., was appointed in 2018, replacing Fr. Paul Kollman, C.S.C., a tenured faculty member who served a five-year term. The CSC executive director continues to report to the Office of the Provost. Center initiatives are described further throughout the application.

Dr. James Frabutt of the Institute for Educational Initiatives served in a new role established since 2012: Director of Academic Community Engagement (DACE), a two-year faculty appointment linked to the Office of the Provost. Subsequently, Dr. Mary Beckman, Associate Director at the CSC served two years as DACE, followed by current appointee Dr. Jay Brandenberger. Dr. Frabutt remains in the Office of the Provost as Senior Advisor to the Provost.

Paul Browne, Vice President for the Office of Public Affairs and Communications, reports directly to Fr. John Jenkins, C.S.C.. Mr. Browne oversees the Public Affairs unit that houses the Director of Community Engagement, the Assistant Director of Community Relations, and two community education centers, The Robinson Community Learning Center and the Notre Dame Center for Arts and Culture, located in distinct neighborhoods in South Bend (and described below). Through community education efforts, coordination of outreach staff through OutreachND networking sessions, and through the tracking of engagement activity of faculty and staff through the EngageND portal, an expanded Public Affairs staff collaborates with the CECC to advance engagement goals.

C. Institutional Commitment

Infrastructure

C.1.1

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

For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. If the campus has more than one center coordinating community engagement, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional community engagement. Provide relevant links that support the narrative.

Various centers and entities represent the infrastructure for engagement at Notre Dame, many of which have expanded in scale since 2010.

The Center for Social Concerns, founded in 1983, is an academic institute reporting to the Office of the Provost and dedicated to enacting human dignity, the common good, and solidarity with the marginalized through community engaged learning and research (see: <https://socialconcerns.nd.edu/>). The Center (CSC) has grown since 2010 to employ a full-time faculty/staff of 35. The Center occupies Geddes Hall, new in 2009, which now flourishes as a hub of engagement activities. The Center both offers courses (using the campus-wide designation

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of CSC) and partners with each College. It funds community-based research efforts and facilitates its own scholarship. Efforts facilitated by the Center are noted throughout this application. See also the Center's Annual Report for 2017-2018 and its 2017-2022 Strategic Plan, both of which are available online: https://drive.google.com/drive/folders/1FJkm89a9_Or9iyOK7hyLCbyfhcdPXM5E

The Robinson Community Learning Center—employing a staff of 10 and reporting to the Office of Public Affairs' Director of Community Engagement— facilitates a broad cross-section of community outreach efforts including tutoring, violence prevention, financial literacy, and parenting support (see: <https://rclc.nd.edu>). Programs are overseen by an advisory board comprised of residents, partners, and ND faculty and students, fostering a community-centered focus. To enhance opportunities for underserved participants, a new state of the art learning center is under development. The new facility, located off campus (to facilitate engagement), will be twice the size and include indoor exercise space, early childhood education rooms, a “maker space” to encourage creativity and innovation, and a “black box multi-purpose space” that will support choirs, community events, and the internationally recognized Robinson Shakespeare Company.

Another campus entity that supports engagement directly is The Notre Dame Center for Arts and Culture, located off campus (see: <https://artsandculture.nd.edu>). Each College at Notre Dame and many University institutes and centers also provide infrastructure in the form of staff or budgets for engagement, as detailed elsewhere.

Prompted by analyses for the 2010 Carnegie application, the University recognized that engagement efforts could be improved via stronger coordination. Thus the University established the Community Engagement Coordinating Council (CECC), led by a steering committee and a Director of Academic Community Engagement (DACE) linked to the Office of the Provost (see: <https://engagement.nd.edu/about/cecc-council-members/>). The CECC is comprised of over 30 representatives from across each College and relevant entities, including performing arts and athletics. The Council is charged to "coordinate, communicate, and support" the work of outreach and academic engagement. Since its inception the Council has developed two strategic plans of its own (in 2012 and 2017). The first plan addressed four key areas: infrastructure, partnerships for economic development and K-12 education, student development, and communication. The 2017 plan (described further below and available at <https://engagement.nd.edu/about/strategic-plan/>) emphasizes community-University collaborations built and sustained by active partnerships. The Annual Reports of the CECC for 2017 and 2018 are available at <https://engagement.nd.edu/year-in-review/> .

Funding

C.2.1

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

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

New investments include:

The IDEA Center under the Office of the Provost promotes campus innovation, and campus/community entrepreneurship. The new office included the funding of a new VP and Associate Provost, as well as 25 new staff positions. An additional facility to support the growth of the IDEA Center was built on the edge of campus

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through \$5 million in benefaction.

The Center for Civic Innovation, an outgrowth of the Bowman Creek Educational Ecosystem, committed \$250,000 per year for three years in seed funding.

The College of Science invested \$500,000 in a DNA Learning Center in September, 2013, followed quickly by an endowment of \$2.6 million for operations. A hands-on science center devoted to modern biology education, the DNA Learning Center prepares nearly 1,000 local K-12 students annually to thrive in the gene age. Greg Crawford, then dean of the College of Science, said, "We are thrilled to open an advanced science education center to engage K-12 students. Through active, firsthand, investigative experiences, the young students will ask questions, probe for answers and develop an early understanding of basic science that will inspire them for the future."

The University's Comprehensive Sustainability Strategy includes reducing its carbon dioxide emissions in part through increasing its use of renewable and recoverable energy sources. Notre Dame and the City reached agreement on a 50-year lease to allow Notre Dame to construct and operate a Hydro Power Station. The new hydroelectric generation facility will provide up to 10% of the University's electrical needs. After construction of the Hydro Power Station on the St. Joseph River, Notre Dame will also pay the City \$1 million for restoration of Seitz Park, adjacent to the dam, as well as for dam maintenance.

In creating its first new School in years (the Keough School of Global Affairs, described elsewhere), the University created an Integration Lab (i-Lab), with the investment of two faculty positions and a Director. Dozens of global partners work with teams of graduate students through the i-Lab to address economic challenges and educational and social inequities through coursework and externships.

The ND LEEF program (Office of Research and Biology) at St. Patrick's County Park supports (with \$1.3 million in University funding) aquatic research among a team of faculty who created a robust educational element for K-12 teachers through NSF funding.

Largely through benefaction, the Law School's Legal Aid Clinic has expanded its clinical work to include a tax clinic, community development clinic, and a renter's rights clinic.

The University continues to commit over \$400,000 annually to the Robinson Center and the Notre Dame Center for Arts and Culture. Steady contributions to Notre Dame's TRiO program continue, serving 1,000 first generation, college-bound youth from the community.

The Center for Social Concerns, an academic institute described above, has a salient endowment (over \$80 million as of July 2018) and annual operating expenses in the range of 4 to 5 million dollars, representing an expanded University commitment to academic engagement initiatives.

C.2.2

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

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

One notable change since the last classification is Notre Dame's commitment to a regional approach to

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community development, rather than narrowly focusing on neighborhoods surrounding campus. "Notre Dame's economic and cultural impact is growing beyond South Bend to incorporate the broader region," said Rev. John I. Jenkins, C.S.C.. "This growth reflects Notre Dame's partnership with the thriving South Bend-Elkhart region—a place for robust employment and cultural life Notre Dame's success can be measured in part by how well our neighbors flourish." See: <https://news.nd.edu/news/notre-dame-economic-impact-on-region-is-2-46-billion/>

Notre Dame's commitment to regional economic development resulted in the creation of the Regional Development Authority (RDA), chaired by Executive Vice President Affleck-Graves during its first year of operation. In 2016, RDA secured \$42 million in Indiana Economic Development Corp funds to support development initiatives throughout a three-county region. To distribute these funds, and ensure broadest impact, Notre Dame helped create the South Bend/Elkhart Regional Partnership (SB-ERP), a non-profit redevelopment corporation. Notre Dame committed \$100,000 toward the SB-ERP, and Affleck-Graves serves as a board member.

Yet a local focus remains. Notre Dame identified the Robinson Community Learning Center (RCLC) as "an enduring commitment" in the current university strategic plan. In September, 2018, President Jenkins indicated his support for a new \$3.5 million facility, committing \$1 million from the University, and \$1 million through benefaction and fundraising. This \$2 million complements the \$1.5 million in Tax Incremental Funding (TIF) committed by South Bend. The current Center is a 7,800 square foot facility, renovated in 2001 from an old Goodwill retail store in a primarily low-income neighborhood south of campus (84% poverty rate in local schools). Nearly 18 years later, this off-campus educational initiative, conceived in partnership with residents and community agencies, has become a central hub for community-university engagement. The nine RCLC staff engage 29 AmeriCorps members and 300 college students to implement RCLC initiatives based on individual relationships, unique educational opportunities on/off campus, and high standards of innovation and excellence.

The Bowman Creek Educational Ecosystem (BCe2) is an initiative of the College of Engineering in partnership with the Center for Social Concerns, with collaboration from Indiana University South Bend, Ivy Tech Community College, and several high schools. The goal of BCe2 is to engage students in paid internships while building community vitality and environmental quality in South Bend's Southeast neighborhood. BCe2 initially began as a cleanup program, but expanded to improving the general welfare for residents. Students are active with community members by conducting door-to-door surveying and hosting community picnics to understand the needs of local residents and to ensure that residents have input on projects. Since starting in 2015, BCe2 has launched several pilot programs funded by NSF, local foundations and the City to help the area improve. For example, the outdoor lighting program has given homeowners the necessary funding to improve lighting in front of their residence. In addition, the Vacant Lot Optimization Team focuses on creating affordable housing and installing rain gardens to absorb rainwater that previously flooded residents' basements See: <https://www.bce2.org/>

C.2.3

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

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

ND received \$3.5 million via two grants from the Lilly Endowment to support the Sacred Music at Notre Dame (SMND) program and its work with graduate students and the community, including the ND Children's Choir (NDCC). In 2013, SMND founded its doctoral program and began partnering with local churches to offer internships for its graduate students. Since launching the choir, the initiative has grown from 20 children to more

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than 300 in multiple choirs, some of which tour and record their music. An album commissioned by the NDCC debuted at No. 1 on Billboard's traditional classical albums chart in 2016. New funding will enable NDCC to reach more children, partnering with South Bend Schools to form a gospel choir on the west side. See: <https://news.nd.edu/news/sacred-music-at-notre-dame-awarded-16-million-lilly-endowment-grant/>

'enFocus' was founded in 2012 by business leaders to stimulate economic growth in Northern Indiana. The idea was inspired by a group of ND Masters' students who visited a once-abandoned tobacco warehouse repurposed into an incubation space for budding entrepreneurs. The students remembered abandoned Studebaker factories and imagined a similar concept taking root near campus. With community & University leaders, the vision became reality. In 2012, seven enFocus Fellows began working in South Bend. After a successful first year, the University secured a \$3 million grant from the Lilly Endowment to expand enFocus's mission to reverse the outmigration of college graduates in Indiana. enFocus believes the key to economic development lies in the attraction, development and retention of young talent. The one-year Fellowship program empowers recent graduates to work and think like an entrepreneur to solve the community's toughest challenges. enFocus partners with organizations to provide value on sponsor projects, and gives Fellows the tools to launch businesses or social ventures of their own, fostering an innovative ecosystem for young professionals. See: <https://sbenfocus.org/story.html>

ND secured \$2.5 million in benefaction and grants to open the ND Center for Arts and Culture (NDCAC) in March, 2013. Located in the historic West Washington neighborhood, the NDCAC houses the Crossroads Gallery, Segura Arts Studio, the Office of Community Relations, and Educational Programming. The Center provides opportunities to learn about and celebrate the art and culture of diverse people around the world. NDCAC has about 10,000 visits annually, and partners with over 50 ND faculty and staff on culturally specific academic programming open to campus and community. Over 150 children are served annually through educational programs. NDCAC's after-school programs provide literacy tutoring to 25 children each semester through 40+ ND and other college volunteers. The children also participate in art enrichment, drama and conflict resolution activities. See: <https://artsandculture.nd.edu/about/>

The Robinson Center received grants of approximately \$186,000 per year the past three years through the national Americorps program, with significant university match provided by ND's Office of Research (\$39,000). Funding provides 29 Americorps members to support community initiatives that align with Americorps' national priorities and local needs at the RCLC, the Boys & Girls Club, El Campito Preschool, NDCAC, and school-based programming in the arts and violence prevention. See: <https://rclc.nd.edu/>

C.2.4

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

Every five years, Notre Dame measures its impact on the local, regional, and state economy through a study by an external firm. The University's impact is documented across a variety of economic indices, totaling \$2.46 billion for 2017-2018. See: <https://news.nd.edu/news/notre-dame-economic-impact-on-region-is-2-46-billion/>

The University's impact is credited with supporting 16,700 jobs in the region. The report also notes that a) the University's annual operating budget is approximately 1.2 billion, b) the University spends an average of \$271 million on new construction, maintenance, and other capital expenditures, c) over \$256 million was generated in event participant spending from athletic, educational and cultural events, d) \$138 million was spent in research

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funding (2017) with nearly 60% spent regionally, and e) \$700,000 was donated via charitable contributions to local municipalities and organizations.

The University partners in the revitalization of the Northeast Neighborhood (NEN), a challenged area near campus. In a detailed report of over 140 pages entitled "Faith, Scholarship And Engagement: The University of Notre Dame As An Economic Engine," Executive Vice President John Affleck-Graves points out that "The three projects Notre Dame is investing in—the Eddy Street Commons, Northeast Neighborhood Revitalization Project, and Innovation Park—attempt to better the community, which in turn will benefit the University." See page 93 of the overall report:

https://publicaffairs.nd.edu/assets/292740/final_report_2018_08_09_compressed.pdf

Notre Dame works with City of South Bend, Memorial Hospital, St. Joseph Regional Medical Center, and South Bend Clinic to support the Northeast Neighborhood Revitalization Organization (NNRO), and contributes approximately \$150,000 annually to such. The NNRO created a redevelopment plan to support efforts in what is known as Eddy Street Commons via a \$90 million mixed-use project. Phase I is complete and features 170,000 square feet of retail/office space, 266 apartment units, 123 condo units, 78 row/townhomes, a 1,276-vehicle parking garage, and two hotels.

Phase II, a joint effort by the University and Kite Realty, is under construction and will feature 8,500 square feet of restaurant space, 17 "flex" units, 433 apartments, 22 single-family homes, a new Robinson Center, a grocery store, two urban parks and a dog park. When complete, the two phases will represent a nearly \$300 million investment in the Northeast Neighborhood. See: <https://news.nd.edu/news/kite-notre-dame-break-ground-on-eddy-street-commons-phase-ii/>

ND "Innovation Park" was transformed into the "IDEA Center," and under new leadership, 27 startups were launched in 2017-2018. Collectively, companies raised more than \$4 million in investments or grants, created 83 new jobs, launched 23 products and generated more than \$500,000 in sales. Notre Dame's first "IDEA Week" launched as an annual innovation festival, hosting business, technology initiatives, and entertainment events across the region and promoting practical knowledge, creative inspiration, and social innovation. Throughout the inaugural 2018 IDEA Week: 18,462 people attended at least one of 49 events. See: <https://ideaweek.com/idea-week-2018-recap/>

C.2.5

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

Yes

C.2.5.a

Please describe business operation practices tied to the local community:

To accurately assess the many economic impacts of the University on the local, state, and region's economy, Notre Dame hired a consulting firm to study impacts during the 2017-2018 year. The firm's concluding report specifically highlighted the University's positive impact on regional competitiveness: "In the modern knowledge economy, research universities have become important anchors in the innovation ecosystems that regions are using to attract human and financial capital ... Notre Dame's strategic alliance with the industry partners and public sector goes beyond the traditional funding of research projects. Strategic partnerships are designed to

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merge the discovery-led culture of the University with the innovation-driven environment of companies. More broadly speaking, the University acts as an anchor institution, providing a long-term presence that drives economic growth as many of the innovations have long given the region a competitive advantage. Notre Dame acts as a powerful magnet for attracting and retaining skilled students and staff into the region. Through its growing network of private firms and industry experts, it also fosters an entrepreneurial climate that leads to start-ups, thus adding to the entrepreneurial body of the growing tech region.” The full report—Faith, Scholarship, and Engagement: The University of Notre Dame as an Economic Engine—is available here: https://publicaffairs.nd.edu/assets/292740/final_report_2018_08_09_compressed.pdf

The report calculated vendor data for fiscal year 2017 at about \$781 million in total procurement. About 9% of that spending, or more than \$73 million, occurred within South Bend; 16% occurred at the regional level. In total, 21.8% of Notre Dame’s spending on goods and services stays within the state of Indiana. Notre Dame is also committed to developing business relationships with diversity suppliers and has been increasing inclusion efforts. In FY2017, \$43 million was sourced from minority, women, veteran-owned or small business certified enterprises. See the report entitled Regional Economic Impact 2018 at https://publicaffairs.nd.edu/assets/292450/economic_impact_2018.pdf

In a specific example of community economic development collaboration (March, 2018), regional corporations and institutions announced a new partnership, “Project Propel,” a commitment to increase business travel through South Bend International Airport. As the largest employer in St. Joseph County, Notre Dame is a key participant. Employees traveling for the University are now encouraged to fly out of South Bend rather than drive to Chicago (if it costs \$300 or less to do so). “We are on the brink of a promising economic renaissance in South Bend-Elkhart that could transform our way of life for decades to come, and we all have a role to play,” Executive Vice President John Affleck-Graves said. “Consider flying through South Bend whenever feasible.” See: https://news.nd.edu/assets/270640/comm_brief_project_propel.pdf

Tracking, Monitoring, and Assessment

3. Provide narratives addressing the following:

3.1

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

In 2011-2012, the University developed the unique application “EngageND” in response to internal and external concerns that faculty, staff, and students were unknowingly duplicating outreach activity and investing resources without attention to metrics or effectiveness. A task force assembled through the Office of Public Affairs recommended a central database so the Notre Dame community could share projects and encourage new partnerships to maximize resources and impact. Since its inception, EngageND collects projects based on the definition of engagement provided by the Carnegie Foundation’s Classification of Community Engagement.

Faculty and staff have access to the site, and certain student organizations are able to use the online application with support of a faculty/staff sponsor. All are encouraged to enter community partnerships at least once per year, though not all engagement projects are suitable for inclusion. Rather, faculty and staff are encouraged to

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report partnerships that derive from the associated faculty or staff member's role/discipline within the University. By tracking projects, the website provides an opportunity to better coordinate outreach and benefit the community, maximizing impact on students and community partners while encouraging sustainable partnerships that benefit all involved. The website allows users to search among the projects, add to the list, update activity on a project, or publicize an event. The site houses contact information to facilitate collaboration.

Though not exhaustive, typically 150-250 projects are entered annually into EngageND, with an average of 178 over the last 3 years. Often these projects are used to develop news stories published on various ND media, as well as shared with local media and partner websites. This data has been used successfully to apply for the President's Higher Education Honor Roll, assist deans and departments in their engagement efforts, and support the successful application of ND's Men's Lacrosse team for the Atlantic Coast Conference/United Way's inaugural "Game Changers" award in 2015.

In addition, the Center for Social Concerns (CSC) takes an annual survey of 85-90 community partners to obtain current information and statistics on how many Notre Dame students volunteered/served there through a CBL course that academic year. Site names and descriptions along with estimated number of students and average hourly commitment per week are reported. The concatenated statistics from the 2017-2018 survey are reported elsewhere in this application.

Finally, since 2008, the CSC has partnered with the Registrar's Office to develop and track a "ZCSC" course attribute to code all courses that have a vetted designation as a community-based learning or research course. The CSC has the ability to run a campus wide report that exports all courses from Summer 2008 to Spring 2019 by campus, department, course number/title, credit, instructor, and enrollment.

We would like to explore further how to track aggregate student engagement hours (e.g. through clubs, residence halls, and the like), and to continue efforts we have begun to document engagement among alumni.

3.2

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

We outline various mechanisms employed in 3.1 above.

In addition, since 2010, the Center for Social Concerns has tracked academic and community outcomes from investments in community-based research through seed grants to community-faculty-student teams. These grants have occurred across disciplines, from STEM fields to humanities. In 2017-2018, the CSC developed a database for tracking information on academic outcomes, such as numbers of publications or amount of additional grant funding obtained from the initial seed grant. To examine community results, we distinguish between project outcomes (e.g., the number of youth attended a reading event or a the number of yards mulched to prevent lead exposure) and long-term impacts (whether literacy was reduced or the rate of lead poisoning among children dropped). While such distinctions are important, they make the work of tracking more challenging and long-term. Nonetheless, the database provides a basis for descriptive information, qualitative entries and quantified results. This type of tracking database could be expanded campus-wide to examine community-based research outcomes and impacts across a greater range of contexts and funding sources.

Our EngageND web portal maintained by the Office of Public Affairs and Communication (OPAC), as described

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earlier, captures a broad range of community engagement initiatives. We began this effort about the time of Notre Dame's previous classification and have built it since. OPAC contacts faculty and staff periodically to recruit reports, and often helps facilitate entries (e.g., through the work of a student research assistant, or via staff presence at campus locations to assist entry via laptop). In the spring of 2019 there were 312 new reports of engagement entered across campus by faculty and staff. We also are currently refining the structures/processes used for EngageND. At this point, students (including graduate students) cannot enter project information, something we are working to overcome, though such may require a significant financial investment. The Community Engagement Coordinating Council has also suggested improvements that may facilitate better capture of engaged research/scholarship across the Colleges.

Researchers at the Center for Social Concerns have also partnered with the Office of Strategic Planning and Institutional Research to add engagement-related questions to annual surveys of entering students and seniors (e.g., surveys sponsored by the Higher Education Research Institute). They have used such to examine associations between certain types of college engagement experiences and longitudinal outcomes (such as well-being and social involvement). Such work has been shared internally, and published nationally.

3.3

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

Data from our assessments are used across multiples contexts to gauge interest, improve pedagogical practice, consider new program opportunities, and the like. Sample findings include:

From data entered into EngageND (described above), we calculated that approximately 102,000 hours of engagement has been recorded annually by an average of 1,500 faculty and staff, with over 750,000 people served. While this is only one data source for us, it suggests continued strong levels of engagement across the University.

From the 2015 Senior Survey (facilitated through HERI) we learned that 79% of Notre Dame seniors indicated they had performed volunteer or community service in the prior year, a number that has held rather steady since 2010. We learned, for example, from a ND Career Center survey that 8% of Notre Dame's 2014 graduating class was planning to enter full-time volunteer service following graduation; this number also remains rather consistent, trending at about 7% currently.

A 2017 analyses of student motivations for community engagement and service was conducted by the Center for Social Concerns: (see Research Report 12 at <https://socialconcerns.nd.edu/content/research-reports>). Insights from this Report, described further elsewhere, were used by the Center and colleagues in Colleges to tailor how students are invited into programs.

Overall, we believe that the high levels of engagement (across multiple opportunities and indices) have remained relatively constant since 2010, with some increases due to an expanded range of opportunities from which students can select. We outline some of these efforts below.

3.4

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

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Yes

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

Given the range of endeavors across campus, various means are used to determine and enhance the quality of community engagement.

Samples of efforts to assess/encourage quality can be seen in the aforementioned community-based research (CBR) seed grant program and Community Impact Grants at the Center for Social Concerns. Prior to awarding a grant, the proposal goes through a screening for the core principles of quality CBR. Drawing from best practices (see book by Beckman and Long, 2016, noted in Section 3, C.2), proposals are reviewed to ensure that a community-based research effort:

- is a collaborative endeavor: community-oriented and participatory;
- acknowledges different forms of knowledge or expertise; and
- has community impact as its long-term goal, with the application of the research aimed at benefiting the community.

Our screening assesses such in the written proposal as well as in support letters and conversations with community partners about the work, as needed. Following the awarding of a Community Impact Grant, the Center for Social Concerns appoints a faculty steward for each supported project: the steward meets with grantees, attends relevant events, provides formative feedback, and more to insure quality.

The Center for Social Concerns and the Community Engagement Coordinating Council also offer working sessions and consultations to enhance efforts to foster build quality community engagement.

As noted later elsewhere, the University also conducts annual surveys of community partners, meets with partners regularly, and seeks reciprocal input on engagement efforts.

3.5

Outcomes and Impacts on students

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

Since Fall of 2016, Spanish Community-Based Learning faculty have partnered with the Kaneb Center for Teaching and Learning to examine the impact of CBL on program outcomes. Four out of six Spanish CBL faculty work with Alex Ambrose of the Kaneb Center to incorporate e-Portfolios. We found that ePortfolio assessments can be effective, efficient, and enjoyable means to examine outcomes in CBL courses. They have the potential to assess multiple ways of knowing (knowledge, skills, and dispositions) in multiple modalities (oral, written, and multimedia).

Over a dozen surveys have also been administered to assess the impact of the alternative ePortfolio final exams within the Spanish CBL context. Some key findings from these surveys include:

- strong agreement that CBL experiences helped students make learning connections to lived experiences, integrate multiple ways of knowing, and foster continued commitment to public action beyond the course
- large majorities of students indicated 'significant' or 'very significant' gains in knowledge, shifts in dispositions,

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and increased awareness of privilege as a result of community-based or service learning experiences

It is also relevant to note that efforts to promote community-based learning in Spanish have led to quite high levels of student participation. For example, to be considered for a variety of department awards honoring community engagement, students must submit an essay and typically document between 500-1000 hours of engagement. The impacts of engagement are apparent in the stories of the award winners, see: <https://socialconcerns.nd.edu/spanish-service-awards> .

3.6

Outcomes and Impacts on faculty

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

The Community Engagement Faculty Institute (CEFI) is a three-day summer institute open to faculty, staff, graduate students, and community partners who want to explore or deepen their understanding of community engagement and engaged scholarship. Faculty who attend CEFI often report a sense of transformation and inspiration that translates into new efforts for community-engaged research, teaching, and learning (CERTL is an organizational acronym used by the Center for Social Concerns). Faculty who have attended CEFI are invited to engage in CERTL. They may teach engaged courses, apply for Community Impact Grants, seek federal and private grants for deep work in community, and receive awards for engaged work. Often, they do this work with colleagues or community partners they met at CEFI.

Qualitative feedback from recent participants on the post-CEFI survey points to enthusiasm and learning evoked through this experience:

“Thank you! Thank you! Thank you! This was a wonderful experience, and I will highly recommend it to colleagues. I now feel that I am a part of a project of utmost importance to furthering the mission of the University.”

“The institute was wonderful and extremely eye-opening. Although I was aware of CBL and many of the community sites in the South Bend area, spending three days learning about these programs in depth and seeing what they do by visiting them and meeting their directors really made community engagement exciting for me. Thank you for offering such a helpful institute and allowing me to take part in it.”

“I was surprised by how moved I was by the content of the sessions. This has been a powerful experience. After a long dry spell, I am excited about my job again because of CBL. The Institute makes it all very real and possible.”

“This experience was humbling, for good. I was pretty satisfied with my CBL work coming into it, and by noon of the first day, I realized that there was a wealth of resources for me to dive into and think about more carefully. First, the Institute lent me a great list of colleagues to consult. It also helped me accumulate a greater arsenal of vocabulary/jargon related to CBL and CBR.”

“I definitely feel that my community engagement objectives are beginning to evolve as a result of the institute. I believe that the institute has lit a spark of excitement in me that I cannot wait to share with my students this Fall.”

The lasting outcomes of CEFI vary, of course, but the impact is apparent in many follow-up projects and an ongoing spirit of engagement. One faculty member and community partner who met at the summer Institute co-taught a new course that fall. And recently iterations of the Institute have increasingly attracted faculty from other colleges and universities, providing broader national opportunities for collaboration.

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3.7

Outcomes and Impacts on community

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

In addition to research on the broader perception of Notre Dame community engagement described in 3.9 below, engaged faculty and staff have been working to establish metrics and annual evaluations for community programs. Two such projects, both housed at ND's Robinson Community Learning Center, are offered as examples below.

First, in collaboration with the Indiana Arts Commission (IAC), the ND Robinson Shakespeare Company (RSC), this initiative provided in-class drama integration instruction and after-school drama clubs at five schools: Muessel Primary, Perley Fine Arts, McKinley Primary, Dickinson Fine Arts, and Jefferson Intermediate Center. An average of 618 youth engaged in weekly drama activities for the past three academic years, learning to express their creativity and to carry this creativity into their reading and writing. Students act out dramatic situations tied to the curriculum, or write problem-solving suggestions to characters in the fables they've acted out. RSC Outreach Survey Responses developed with IAC monitors revealed that:

- 75% of students indicated that drama integration helped them with other subjects in school
- 77% indicated that drama integration helped them to work well with others
- 90% indicated that drama integration has helped them feel more comfortable speaking in front of others

Because of these results, schools asked that the RSC program return despite depleted funding from IAC. In addition, the findings indicated that greater learning happened when the program followed students in 3 year cycles, rather than when training was delivered to a consistent grade level.

Secondly, ND's Take Ten initiative is a violence prevention and conflict resolution curriculum that focuses on teaching skills to handle conflict in a peaceful way. Take Ten provides participants with the tools to "Talk it Out, Walk it Out, or Wait it Out" as alternatives to violence, and builds their capacity to make better, more positive choices. During 2017-2018, 160 volunteers taught the Take Ten curriculum at 25 sites to more than 2,200 children and adults. Volunteers came from Notre Dame, Saint Mary's College, Holy Cross College, Indiana University-SB, and Bethel College. Many received college credit. Take Ten's Evaluation pre-post assessment survey was revised with funding from the Jessie Ball DuPont Foundation to include new measures of assessment that focus on: students' responses to situations involving conflict; students' beliefs/agency concerning aggression/an aggressor; students' recognition of physical/non-physical actions and words; and students' feelings about bullying and school safety. Results of the 2016-2017 evaluation indicated that: students demonstrated positive change in their beliefs about their own responses to conflict; students showed statistically significant improvement in recognizing conflict and engaging in strategies designed to reduce bullying or physical violence; students demonstrated a statistically significant pre-post gain in recognition of violence in physical as well as non-physical forms; and students demonstrated significant pre-post gain on ability to self-report being bullied. As a result of the assessment, the curriculum was tweaked for certain grade levels to increase effectiveness and the program was invited to re-start in area high schools.

3.8

Outcomes Impacts on institution

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

One of the key outcomes of the assessment done for the 2010 Carnegie application, and for a follow-up analyses, was a plan to enhance coordination across the many and varied types of outreach, community engagement, and community-based learning and research at Notre Dame. A key outcome was the creation of

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the Community Engagement Coordinating Council. The Council then conducted a strategic planning pre-assessment (SWOT Analysis, 2011). Together the investigations conducted tapped over 400 campus and community-based individuals. We learned that there were some key improvements we could make (all of which we addressed since 2011). For example, Notre Dame, as a residential campus, was perceived as somewhat isolated physically, b) portals for and communication about engagement opportunities could be enhanced, and c) we could do more in the areas of K-12 education and economic development.

Thus, while we believed our engagement efforts were robust, and were honored by the 2010 Carnegie classification, we hoped to use the accolade as an opportunity for improvement. Thus the CECC developed (in 2012) a strategic plan to broaden and deepen the culture of community engagement at Notre Dame, and address areas for improvement. Overall, the CECC has worked to "coordinate, communicate, and support the work of the many units across campus that, as part of the fulfillment of their own strategic plans, engage with communities and community organizations to foster student learning, knowledge creation, service, and economic and community development."

In 2017 the Council assessed its progress, and put forth a new Strategic Plan (see: https://engagement.nd.edu/assets/251491/1706_cecc_stratplan_hires_final_08112017_1_.pdf).

Four new goal areas were identified in the 2017 plan, building on progress since 2012. A continued focus is the support of community-university collaborations, especially signature projects that have the potential to sustain working relationships through to lasting impacts. The plan is ambitious, noting tactics, points of integration, indicators of success, and financial implications in each goal area. To advance the work and goals named will require input, coordination, and continued commitment from each area/unit of the University. To foster such, the CECC Steering Committee met with College deans, the Office of the Provost, and various entities on campus (e.g., the Faculty Senate) in 2017 and 2018 to build support for the efforts outlined.

3.9

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

Yes

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

To conduct an assessment of the community's perception of Notre Dame engagement initiatives, a committee was comprised of key centers and offices in Fall, 2015 under the auspices of the Office of Public Affairs. Several principles guided the consideration of various methodologies of data collection and analysis to create a stable baseline for future research: a) exhibit alignment with the project charter; b) show potential for replication at a later date; c) yield potential action areas for improvement. The committee discussed these principles and decided that a local company, Vennli, Inc., could deliver on the goals set forth in the project charter, and that its tool would provide an innovative means to measure engagement. The committee played an instrumental role in designing, framing, and composing every element of the survey including the three main survey areas:

- Economic Development
- PreK-12 Education
- A theme focused on Service/Engaged Learning

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In total, 326 surveys were completed by community members, with an average response rate over the three distinct cases of ~21% (markedly higher than typical 1-3% rates), and an average focus-group opt-in rate of ~62%. A diverse and broad range of survey respondents were solicited from committee members, including close partners, as well as one-time participants in an engagement activity.

Results

Business responses suggest that ND has a positive reputation for attracting, developing, and retaining talent in the community, as well as sharing its expertise with local partners. Notre Dame's reputation for demonstrating economic leadership and driving innovation was rated better than the 2009 study, but was still ranked in the medium range.

Notre Dame's engagement efforts among preK-12 educational practitioners enjoy a positive reputation for providing volunteer support, demonstrating leadership, being innovative, and sharing expertise with the community. Education respondents placed low importance on Notre Dame's evaluation and assessment efforts which was surprising considering the volume of measurement that occurs in various partnerships.

Non-profit leaders highly ranked Notre Dame's commitment of sharing expertise and innovation, providing volunteer support and community leadership, convening partners, attracting and developing talent, as well as evaluation/assessment support. In focus groups, non-profit leaders expressed the positive impact that Notre Dame has on the community, and that Notre Dame should share this story more effectively. Of note, respondents often associated approachability more with other providers than Notre Dame.

Next Steps/Learnings

1. Continue to exercise collaborative and innovative leadership in the areas of economic development, preK-12 education, and community service / service-learning.
2. Build upon a solid foundation of sharing expertise with the community through partnerships with staff, faculty and students, knowing sustainability in partnerships is highly valued.
3. Continue efforts to attract, train and retain talented faculty, staff and students with an openness to the mutual benefit to the wider community.
4. Improve communication about engagement efforts in two specific areas:
 - a. Create/modify an accessible mechanism for learning about Notre Dame engagement and impact.
 - b. Improve approachability by communicating how to engage Notre Dame officials with particular ideas, needs or concerns.

Professional Development

4.1

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

For re-classification, describe what has changed, if anything, with professional development for community engagement. How have the content, program, approaches, or audience for professional development changed since the last Carnegie classification? What have been the results?:

The Center for Social Concerns seeks to gather, form, and nourish engaged scholars to advance a culture of engaged Catholic social tradition. Thus the Center continues to foster campus action around professional development in community engagement in what the Center now refers to as CERTL, community-engaged

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research, teaching, and learning. An increased number of faculty and staff at the Center have position descriptions that support campus-wide professional development in community engagement, both locally in our international studies efforts. The types of support offered include consulting (one-on-one) and convening. The Center offers a Community Engagement Course Guide, a Guide to Risk Management, and a Guide to Community Engaged Teaching.

The Community-Based Learning Coordinator (CBLC) initiative through the Center continues to support faculty/staff development. CBLCs are professionals at identified local agencies, paid in part by the University, to assist faculty in course and research development. See: <https://socialconcerns.nd.edu/content/community-based-learning-coordinators>

A salient addition in professional development since 2010 is the creation of the Center for Social Concerns Community Engagement Faculty Institute (CEFI), started in 2011. As noted, this three-day summer institute is open to faculty, staff, graduate students, and community partners who want to explore or deepen their understanding of community engagement and engaged scholarship. The agenda is robust, with participants learning on campus and visiting community partner sites each day. Since 2011, more than 200 people have participated, resulting in newly developed courses, research projects, and collaborations across the campus and community. Participants get to know each other well and return to participate in other Center events, including a CEFI Reunion Breakfast (to check in on progress and needs). For more about the Institute overall, see: <https://socialconcerns.nd.edu/faculty-institute>, and to view the 2018 Institute agenda, see: https://docs.google.com/document/d/14SFu1m0mm3x78b3ijyjsG0XX1X75ub3q3IV9MJ0_nls/edit

In addition the Center now offers an Engaged Learning Forum series (see: <https://socialconcerns.nd.edu/engaged-learning-forum-series>). Another recent fruitful initiative was "Listening to Puerto Rico," the results of which are documented elsewhere, as is a faculty trip (March 2019) to Puerto Rico for engaged learning purposes.

Another new addition is the Center's Engaged Program Initiative designed to deepen/sustain departmental engagement (see: <https://socialconcerns.nd.edu/content/engaged-program-initiative>). For example, in 2013 the Center began a formal three-year commitment with the Department of Art, Art History, and Design. Results of the collaboration (and funding) include design professor Robert Sedlack's facilitation of student work with Center for the Homeless, the Potawatami Zoo, and the Northern Indiana Center for History, as well as anti-xenophobia efforts in South Africa. In addition, Professor Ann Marie Conrado shepherded extensive student work (summers, for credit) in Nepal to help artisan communities compete in the global marketplace, and more. Conrado has also guided design for social change efforts at the South Bend Juvenile Justice Center and with the local city/county government.

New since 2009 is professional development support for graduate students in the form of a graduate Certificate in Community Engagement and Professional Scholarship, described elsewhere. See: <https://socialconcerns.nd.edu/content/graduate-certificate-community-engagement-and-public-scholarship>

The Kaneb Center for Teaching and Learning and the Center for Social Concerns have periodically collaborated to offer engagement support and workshops.

4.2

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

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

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

Here we document our response to "Other" above:

In various forms, the University offers professional development support for assessment of engagement efforts by faculty and staff. Through consultation (by at least three faculty consultants), workshops, and the like at the Center for Social Concerns, faculty across the University are supported in their ability to assess and learn from their efforts to promote engagement. Similarly, the EngageND reporting portal (described elsewhere) and the work of the Director of Community Engagement in the Office of Public Affairs both provide faculty with the opportunity to document their engagement efforts for various audiences. Efforts at the Kaneb Center for Teaching and Learning also provide means for faculty to assess community-engaged teaching. Cumulatively, such efforts support faculty not only in assessing the impact of their engaged work, but sharing such as scholarship to the field of community-based learning and within their respective disciplines.

Another example of professional development for staff is at the Notre Dame Initiative for Global Development (NDIGD). The NDIGD has a line item in their budget to support professional development opportunities for staff. The amount is significant relative to their overall budget. The NDIGD has a dedicated staff of experienced international development professionals, administrators, and researchers. They address the challenges of building just and equitable societies by leveraging the University's signature strengths to promote development and human dignity worldwide. Drawing on experts across multiple disciplines, NDIGD conducts monitoring, evaluation, and training, and assists in strategic planning for and implementation of innovative global development programs. They maximize impact through partnership with government agencies, non-governmental agencies, humanitarian organizations, foundations, and private corporations in the United States and overseas.

Another example is in our Notre Dame Research Administration (NDRA) area. NDRA supports the research community on the campus by assisting with the full lifecycle of research, from proposal through close-out of the award. Significant areas of research proposals (and therefore awards) include outreach and broader impacts. NDRA staff are members of research administration professional societies and attend, present, and provide

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leadership at annual regional/national/international conferences. At these conferences, many presentations, panel discussions and break-out sessions focus on the outreach/broader impact components of proposals and awards. The professional development of the staff in NDRA is crucial for the continuing education of this group of professionals, leading to improved and enhanced support for research on the campus.

Faculty Roles and Rewards

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

Yes

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

Community engagement is a dimension of recruiting policies for faculty positions in various departments and University institutes and centers. The institutionalization of community engagement in the University occurs formally in the University's strategic commitments to its institutes and centers, most of which have a focus on addressing larger societal problems (see: <https://www.nd.edu/academics/centers-and-institutes/>). The majority of institutes and centers (many new since 2010) engage faculty and students around specific societal challenges, often in context. Overall, institutes and centers are designed to: a) bring attention to particular societal problems and areas of intellectual pursuit, b) connect faculty members within and across disciplines to engage in community-based research addressing these problems, and c) provide opportunities for students to participate in both research and community-engaged service. The criteria for hiring and recruiting for institutes and centers explicitly account for faculty and staff skills and commitment to community engagement. One example includes positions identified for the new Center for Civic Innovation, for which a faculty director of Research, Learning, and Impact was recruited. Similar hires were made in the Eck Institute for Global Health (see: <https://news.nd.edu/news/deputy-director-of-presidents-malaria-initiative-to-lead-notre-dames-eck-institute-for-global-health/>).

In 2017, a search by the Mendoza College of Business for a new director of the Notre Dame Deloitte Center for Ethical Leadership specified as central to the search skills to foster community engagement in the form of building values-based educational programs in moral and ethical development.

Since the previous classification, the Department of Romance Languages and the Center for Social Concerns worked together to define a faculty position to promote community-based learning in Spanish, and collaborated on recruitment, promotion criteria, and the like.

Commitment to the University's mission is a key element of recruiting at key leadership levels. A recent search for a new Dean of the Mendoza College of Business highlighted the importance of leading a community "that makes the cultivation of ethics a central component of its mission" ... and enhancing "the values that stem from the University's Catholic mission." Similarly, the position prospectus for the new dean of the College of Engineering sought a "Cultivator of Partnerships," someone who would be a strong "collaborator both internally

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and externally," especially focused on building relationships with community partners in industry. In advertising for a new dean of the College of Arts and Letters in 2017, the position prospectus highlighted that "The University's Center for Social Concerns serves prominently as a catalyst for community-based learning and research on campus."

Tenured and tenure-track faculty hires and promotions less often emphasize engaged scholarship or outreach specifically, but given the ethos of Notre Dame, many faculty participate in mission-focused work through community engagement. An example is the hiring of Viva Bartkus, Associate Professor of Management. With degrees from Yale and Oxford and 10 years at McKinsey and Company, Dr. Bartkus was hired for her scholarly and teaching expertise. At Notre Dame she has built and scaled an MBA course called "Business on the Front Lines," engaging students with organizations and individuals in societies with extreme poverty and conflict.

5.2

In the period since your successful classification, what, if anything, has changed in terms of institutional policies for promotion (and tenure at tenure-granting campuses) that specifically review, evaluate, and reward faculty scholarly work that uses community-engaged approaches and methods? If there are separate policies for tenured/tenure track, full time non-tenure track, and part time faculty, please describe them as well.

A salient change since 2010 is reflected in the recent revision of the University's Academic Articles, Notre Dame's formal guidelines for academic and faculty structures/processes. A two-year review of the Articles (ending in Fall 2018) led to enhancements—strengthening renewal considerations, increased representation on University committees—with respect to faculty that often play key roles in supporting engagement, including new faculty positions identified as Teaching Faculty, Professors of the Practice, Clinical Faculty, and Research Faculty.

With respect to tenured and tenure-track faculty, community-engaged methods resonate strongly with the University's mission. When consistent with the scholarly standards of the discipline and when assessed by external scholars to meet high professional practice standards, engaged teaching and research practices are viewed similarly to other types of scholarly contributions in faculty members' promotion and tenure cases. That is, their influence on faculty promotion and rewards is based on the quality, rigor, and impact inherent in the teaching and scholarship. Consistent with such, the Academic Articles note that: "The Associate Professor should have demonstrated excellence in teaching, growth in knowledge and maturity, salutary influence on students, service to the academic unit, the University, and/or his or her discipline, and standing among colleagues. Notable achievement in scholarship, as shown by significant publication or its equivalent or, where appropriate, by meaningful contributions to public service, is ordinarily required for this rank."

Another important development since previous classification was the opening of the Keough School of Global Affairs. Emphasizing international development, peace, human rights and governance, the School focuses on integral human development—a holistic model for human flourishing articulated in Catholic social thought. A diverse cadre of scholars to fulfill the School's mission has been built and the founding Organizational Plan governing faculty roles and promotion standards reflects the demands of an engaged scholar. For example, "The Scholar Practitioner is a tenured or tenure-track trajectory for faculty who engage in scholarly activities that contribute both to the scholarly community and to policy or practice communities. This category includes public intellectuals whose views are influential in both public and academic fora; peacebuilding professionals who offer advice to ongoing peace processes based on current research; development specialists whose writing and research is based in fieldwork; and public policy experts who foster dialogue between scholars and the policy community that leads to concrete policy outcomes and improves the human condition. In addition to scholarly publications, such a faculty member also brings ideas, views, and analyses to various audiences through

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publishing articles in respected policy journals, contributing expertise to high-level policy commissions, and bringing existing scholarship to bear on important issues in ways that reach significant non-academic audiences, including the general public, public officials, policy-makers, and leaders in the international community, civil society and business."(p. 11). In sum, as Notre Dame embarked on a new chapter in global affairs scholarship, various faculty trajectories that explicitly acknowledge engaged scholarship were specified.

The School of Architecture also revised its governance document (2017), adding a practitioner track for creative/professional work, which often involves external stakeholders.

5.3

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

Members of our Community Engagement Coordinating Council (CECC) explored (in 2017-2018) with the University's Academic Council the potential for the CECC to be formally recognized in the Academic Articles of the University in order to support such faculty work. While a decision was made not to formalize such (formally recognized committees are few in number), the dialogue led to a more formal relationship between the Council and the Office of the Provost through the position of the Director of Academic Community Engagement (DACE). As noted in the Faculty Affairs Committee (of Academic Council) 2017-2018 Annual Report: "[the committee's] discussion of the CECC recommended that the CECC not become a standing committee of the University but that it should report directly to the Office of the Provost." Through a formal supervisory relationship between a designated Associate Provost and the DACE, there are ongoing opportunities to advance/support engaged faculty initiatives.

Regarding the research component of faculty work, in 2018 a Research Vision committee was initiated by the Provost and formed by the Vice President of Research to define what it means to be a preeminent Catholic research institution, and to develop a narrative of this vision that will be a resource for the University. This vision should be a guide for the University for the next 10 to 20 years, defining Notre Dame's research aspirations through consideration of the great humanistic and social questions facing humanity, as well as practical and technical research of so-called grand challenges projects with potentially transformational and unparalleled results. The vision will also act as a coordinating mechanism for researchers across all disciplines within the academy, inspiring them to do work that is distinctive, mission-driven, and of the highest caliber. The outcome of this visioning process will be a clearer picture, both broad and deep, of the high level research goals for the University. This vision will eventually inform the research and scholarship elements of the next University strategic plan and inform a kaleidoscope of complementary college, school and department strategic plans that together build greatness and distinctiveness. The committee is forming recommendations to be shared in 2019/20.

5.4

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

Yes

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5.4.a

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

The 2017 strategic plan of the University's Community Engagement Coordinating Council (first developed in 2012 as response to our learning during the 2010 Carnegie classification process) identified the goal of "promulgating a deeper understanding of what community engagement is and can be within and across disciplines."

Toward that end, the Council put forward a refined definition, noting that "Academic community engagement, also referred to as engaged scholarship, is a specific conception of community engagement that connects the intellectual assets of the institution (e.g., faculty expertise) to a host of public issues such as advancing human and environmental health, enhancing educational opportunities, and promoting social, cultural, and economic development."

See: https://engagement.nd.edu/assets/251491/1706_cecc_stratplan_hires_final_08112017_1_.pdf

Discussion of such frameworks has been part of the ongoing work of the Council, and has led to various proposals and changes noted elsewhere in this application.

5.5.1 Institutional Level

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

5.5 a Community engagement is rewarded as a form of teaching

Yes

5.5 a Teaching

Provide link or descriptive text

Such varies significantly across departments and Colleges according to their own formal CAP documents (Committee on Appointments and Promotion). Illustrations are given elsewhere in the application.

5.5 b Community engagement is rewarded as a form of research

Yes

5.5 b Research

Provide link or descriptive text

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Such varies significantly across departments and Colleges according to their own formal CAP documents (Committee on Appointments and Promotion). Illustrations are noted elsewhere.

5.5 c Community engagement is rewarded as a form of service

Yes

5.5 c Service

Provide link or descriptive text

Such varies significantly across departments and Colleges according to their own formal CAP documents (Committee on Appointments and Promotion). Illustrations are noted elsewhere.

5.5.2 School/Division

5.5.2 a Community engagement is rewarded as a form of teaching

Yes

5.5.2 a

Provide link or descriptive text

Community-based teaching is encouraged/rewarded within various entities.

For example, at the Keough School of Global Affairs, the definition of Teaching Professor illustrates how the expectations for instructional leaders in the School call for integration of teaching with policy, practice, and service engagements with the faculty member's defined community of focus: "The Teaching Professor is an untenured trajectory for faculty who make teaching the primary focus of his or her work at the School. This trajectory calls for an appointment as a member of the Special Professional Faculty (SPF). A faculty member in this trajectory typically teaches courses related to his or her area of expertise, mentors students interested in his or her area of expertise, and offers service to the School, University and the wider academic community. While the specific balance between teaching, policy and practice, research, and service is highly flexible, will be determined at the time of appointment, and is subject to regular review, the primary role of this appointment is instructional" (Keough School of Global Affairs Organizational Plan, p. 13).

Similarly, in the Law School, the strategic plan names the goal of forming "legal professionals dedicated to human dignity and the common good," and expresses "student participation in service learning and pro bono activities" as a identified means to do so. See: <https://strategicplan.nd.edu/unit-plans/college-school-plans/law/>

5.5.2 b Community engagement is rewarded as a form of research

Yes

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5.5.2 b

Provide link or descriptive text

The following descriptions of miscellaneous faculty efforts at Notre Dame provide examples of how research efforts of faculty integrate with engagement. We believe such is rewarded, though not by a unique set of community engagement criteria.

The Eck Institute for Global Health, an integral part of Notre Dame Research, builds on the University's historical strength in infectious disease research as teams of interdisciplinary researchers and their students holistically address health disparities around the world. Eck Institute faculty recognize health as a fundamental human right and promote research, training, and service to advance health standards for all people, especially those in resource-poor countries who are disproportionately impacted by preventable diseases.

The Notre Dame Environmental Change Initiative (ND-ECI) has at the core of its work to do research that matters, in short, Science Serving Society. The ND-ECI's research provides solutions to society's complex environmental challenges to minimize the trade-offs between human welfare and environmental health.

The Boler-Parseghian Center is an academic rare and neglected disease center that undertakes both basic and translational research. It works with families affected by rare diseases to combine studies of patient data and tissue with fundamental biological research in order to better understand the disease, identify molecular targets, and develop new diagnostics and treatments. The Center has active pharmaceutical partnerships to accelerate the discovery and development of drugs and therapies for rare and neglected diseases.

The Center for Theology, Science, and Human Flourishing seeks to attract research projects of significance for the dialogue between the sciences and the humanities, projects that promote new scientific research and new theological and philosophical reflection in light of this exchange. Research foci are the big questions surrounding origins, natures, and futures, questions that are of interest to scientists, theologians, and philosophers.

5.5.2 c Community engagement is rewarded as a form of service

Yes

5.5.2 c

Provide link or descriptive text

The Schools and College promotes engagement in many forms, as noted across this application.

Recently the University has convened a formal conversation under the leadership of a Vice President and Associate Provost to more fully explore how the service component of the traditional aspects of faculty work can be honored and supported, a review that may have positive implications for engaged work. A report is due in 2019.

5.5.3 Department

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5.5.3 a Teaching

Community engagement is rewarded as a form of teaching

Yes

5.5.3 a

Provide link or descriptive text

As noted elsewhere, the majority of departments support, though may not necessarily prioritize in evaluations, forms of teaching built on engagement.

5.5.3 b Community engagement is rewarded as a form of research

Yes

5.5.3 b

Provide link or descriptive text

As noted elsewhere, the majority of departments support engaged forms of scholarship, etc. See for example our answers to 5.5.2 and 5.7.

5.5.3 c Community engagement is rewarded as a form of service

Yes

5.5.3 c

Provide link or descriptive text

As noted elsewhere, the majority of departments support engagement in the form of service.

5.5

Provide narrative describing the implementation of these policies and processes:

Policies are implemented by individual Colleges and Departments, each with their own committees on appointments and promotions. Thus there is variability, as noted in other answers.

5.6

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

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or promotion considerations.

Although Notre Dame, as a complex research university, does not outline institution-wide policies that dictate the role of community engaged scholarship in promotion, much happens at the level of colleges and schools.

We noted in particular (see 5.2 above) new policies that support/strengthen work in the new Keough School of Global Affairs. Faculty at the school are hired and promoted with engagement/impact as integrated aspects of the work, so community engagement is not an element considered tangentially. Evaluation criteria are outlined accordingly.

While the Keough School is a model here for re-envisioning faculty roles toward rigorous engaged practice and impact, there are similar efforts evident and unfolding in other areas of the University, as described elsewhere.

5.7

List the colleges/schools and/or departments.

We examined (through an analyses of specific terms used with the documents) the appointment and promotion guidelines of each University department (n=35) and found that at least 60% reference the goal of public service. These departments include: Africana Studies, American Studies, Anthropology, Art, Art History, and Design, Classics, Arabic Language and Culture, East Asian Languages and Cultures, Economics, German and Russian Languages, Irish Language and Literature, Liberal Studies, Philosophy, Political Science, Romance Languages and Literatures, Sociology, Theology, Finance, Management, Civil Engineering and Geological Sciences, the Keough School of Global Affairs, and the School of Architecture.

However, nuanced reference to community engagement were not common. Such would be an important consideration for future work. That said, we believe that 100% of departments support faculty engagement consistent with the University mission, as noted elsewhere.

5.8

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

See above

5.9

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

The CAP (appointment and promotion) document from the Department of English (paragraph 20, p. 12) reads as follows: "This contribution may include a wide range of services from departmental committee work to community-focused projects for students."

The School of Architecture illustrates community engagement goals for research in its CAP policy document (section A.1.b., p. 5): "Given the multidisciplinary nature of design problems such as improving energy efficiency, environmental sustainability, public health and community wellbeing, the School recognizes that the appropriate academic and publishing venues for a candidate's work may cross traditional disciplinary boundaries and appear

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in journals and presses in other disciplines."

An example of policy language from the CAP documents within the College of Science (Section II re: Teaching and Research Faculty, p. 4): "Service to one's profession and community includes such activities as serving on proposal review committees (e.g., National Science Foundation, National Institutes of Health, other agencies, etc.), serving on committees for professional organizations, ... K-12 outreach, and outreach of departmental activities to the community (as distinct from those in support of the department, the College of Science, or the University)."

5.10

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

There is not at this point an institution-wide effort tailored to systematically address policies on community-engaged scholarship as part of promotion and tenure processes.

However, the Center for Social Concerns offers opportunities for discussion and learning about such with faculty and administrators at its annual Community Engagement Faculty Institute, at various workshops (e.g., the Engaged Learning Forum), and through ongoing consultations. A common topic is how faculty can document and publish their engaged scholarship.

Similarly, the Community Engagement Coordinating Council (described above) supports academic community engagement, and provides a forum for such across Colleges, Schools, Centers, and Institutes.

Individual faculty members, such as the Director of Academic Community Engagement, on an annual basis consistently attend and report back on state-of-the-art best practices in community engagement as featured at the Engagement Scholarship Consortium, meetings of The Research University Civic Engagement Network (TRUCEN), and the International Association for Research on Service-Learning and Community Engagement. Through the Community Engagement Coordinating Council, insights and key learnings from these professional development opportunities are shared and discussed, all in an attempt to raise awareness, inform key campus stakeholders, and contribute to emergent policy discussions about community-engaged scholarship.

Another relevant recent trend is represented in questions that appear on the University's periodic survey of faculty experience. The recent (2019) version of the confidential survey asked faculty, for example, whether "community engagement/service to society" is valued or not valued in academic promotion. Another question asked faculty "In the past five years, how often have you engaged in community service that utilized your professional expertise (e.g., teaching, research) to benefit the local community?" A third question asked faculty about the importance to them of five dimensions of the Notre Dame's overall mission, including: "Impact to the world's significant challenges through research and scholarship," "Commitment to service and social responsibility," and "External engagement and outreach." While results are still in process, the questions signal the importance of engagement and contribution to the common good.

Categories of Community Engagement

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A. Curricular Engagement

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

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

A.1 Teaching and Learning

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

A.1.1

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

We use the Carnegie Foundation of community engagement, posted on our University website (see: <https://engagement.nd.edu/about/cecc-council-members/>) as an overall framing for academic engagement.

Since the prior classification process the University has refined its definition of engaged courses. We continue to use the "ZCSC-community-engaged course" attribute (which we began to implement just prior to our Carnegie application in 2010), with additional context/framing. Faculty now are invited to categorize courses as: a) Experiential Learning (EL) – students learning outside the classroom through site visits with community experts; b) Community-Based Learning (CBL) – students engaging in sustained partnership with community agencies through mutually beneficial educational activities relevant to coursework; and c) Community-Based Research (CBR) – students conducting research in collaboration with community partners and for their benefit. See for example: <https://socialconcerns.nd.edu/community-based-course-guide>

As an academic institute reporting to the Office of the Provost, the Center for Social Concerns plays the primary role in defining community-engaged courses and identifying them through the Office of the Registrar. The Director of Academic Affairs at the Center posts a call to all faculty at the University once each semester to confirm community-engaged courses for the following semester, and works with faculty individually and in formal sessions (for example, Engaged Learning Forums and the Community Engagement Faculty Institute) to foster common terms and pedagogical framings. Further, when faculty enter engagement data through the University's engage.nd.edu portal, they are prompted to contact the Center if they are offering a course to insure thorough reporting, etc.

Note: the ZCSC course attribute appears linked to the acronym of the Center for Social Concerns, stemming from historical association. The attribute, however, is University-wide and tracked through the Office of the Registrar and Institutional Research, providing means to document the number of courses and student participation by college (as we report below).

A.1.2

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

See also comments above (A.1.1).

The Center for Social Concerns, working with the Office of the Registrar, values the opportunity presented each semester for faculty to identify engaged courses, and has increased its support for such over the last 8 years. If a faculty member asks to have the ZCSC engaged designation added, the Director of Academic Affairs at the Center requests a copy of the syllabus and offers to consult and support the faculty member in various ways, and shares print resources such as *The Guide to Community-Based Teaching* and *The Guide to Risk Management for Community-Based Courses*.

While a faculty member or department could (technically) add the ZCSC designation independently, our experience suggests that such is quite rare. Still, the process in place may under-count engaged courses (for such offerings develop naturally across campus, and will sometimes take time to come to the Center's or the Registrar's attention). For reporting processes, we would rather undercount.

The ZCSC attribute appears within Class Search (the vehicle for student course selection). A collection of all ZCSC courses is posted online each semester via the Center for Social Concerns (for students to review and consider) in the *Guide to Community Engaged Courses* (see: <https://socialconcerns.nd.edu/community-based-course-guide>). Note: A proposal was made to automate the development of the Guide for it is labor-intensive to organize. While this is still an open question (given technical complexities), the Guide is one of the most visited sites on the Center's overall webpage.

The ZCSC attribute is also used by departments to track student completion of engaged requirements in some contexts: for example, students need to complete a community-based learning course for the Catholic Social Teaching Minor and the Poverty Studies Interdisciplinary Minor, and the attribute provides an efficient means to confirm.

A.1.3

Fill in the tables below using:

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

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Number of community engaged courses	Change in number of courses since last application	Percentage of total courses	Percent change in courses since last application
270	87 additional courses	4.5%	48% increase, though likely more
Number of departments represented by community-engaged courses	Change in number of departments since last application	Percentage of total departments	Percent change in departments since last application.
29	9 additional departments	60%	45% increase
Number of faculty who taught community engaged courses	Change in number of faculty since the last application	Percentage of total faculty	Percent change in number of faculty since last application
138	74 additional faculty	8.5%	216% increase
Number of tenured and tenure-track faculty who taught community engaged courses	Change in number of tenured and tenure-track faculty since the last application	Percentage of total faculty	Percent change in number of tenured and tenure-track faculty since last application
50	29 additional faculty	5.5%	220% increase
Number of full-time, non-tenure-track faculty who taught community engaged courses	Change in number of full-time, non-tenure-track faculty since the last application	Percentage of total faculty	Percent change in number of full-time, non-tenure-track faculty since last application
68	44 additional faculty	12.2% of other faculty non T/TT	270% increase
Number of part-time faculty who taught community engaged courses	Change in number of part-time faculty since the last application	Percentage of total faculty	Percent change in number of part-time faculty since last application
20	18 additional faculty	12% of similar faculty	857% increase
Number of students participating in community engaged courses	Change in number of students since last application	Percentage of total students	Percent change since last application.
3376	1649 additional students	38.7%	94% increase

1.4

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

The data reported above is gathered and organized by a collaboration across the Office of the Registrar, the Office of Institutional Research and Strategic Planning, and the Center for Social Concerns (which works with faculty to identify the course attribute). See above: A.1.2.

The Office of the Registrar shares a general report each semester of the course data captured via the ZCSC attribute with the Center for Social Concerns. The Center now has a cumulative database of ZCSC courses

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dating back to 2008. Such is used by Center directors/faculty to examine trends and potentials for improvement in faculty development and consultation.

The Office of the Registrar also shares the ZCSC data with the Office of Strategic Planning and Institutional Research (OSPIR): there the Faculty and Courses Analytics Director examines the data thoroughly, providing more nuanced analyses (such as what faculty ranks most often teach engaged courses). This is done on an intermittent basis (such as for this application) or when requested by a department, unit, or College.

This data also serves as a foundation to examine academic engagement efforts through our Community Engagement Coordinating Council and similar efforts.

Note: The data reported here for A.1.3 above is structured as follows: a) only courses on the main campus are included (though the majority of courses are local); b) enrollments reflect full-time students only (the vast majority of Notre Dame students are full-time); and c) cross-listed courses/sections are counted as part of the primary course with which each is affiliated. For such reasons, and the fact that some engagement courses do not carry the attribute, the totals above are likely undercounts.

See: <https://socialconcerns.nd.edu/community-based-course-guide>

1.5

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

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

The University outlines a set of seven learning outcomes for all undergraduates, many of which overlap with the goals of community engagement. Two of these are: "B. Recognize moral and ethical questions in lived experiences, evaluate alternatives, and act with integrity" and "C. Contribute to the common good by displaying a disciplined sensibility and committed engagement in response to complex challenges facing local, national, or global communities." See: <https://provost.nd.edu/undergraduate-education/university-learning-outcomes-for-undergraduates/>

In our application for the 2010 classification, we noted the beginning of efforts by researchers at the Center for Social Concerns to operationalize such University learning outcomes, in particular two constructs foregrounded in the University's mission statement: a) a concern for the common good; and b) a disciplined sensibility to poverty and injustice, in relation to academic engagement efforts. We chose seven measures to examine, in a pre/post design, the impact of two key academic engagement programs (with over 450 participants). We were pleased to see robust outcomes associated with the identified courses. We found, for example, that students who took the courses earlier in their undergraduate careers, and students taking a second such course, showed higher gains. We also were pleased to learn that even short-term courses, when they integrate challenge, dialogue, analyses, and reflection, can have strong impacts. We published our results in two journals, and in this public report: https://socialconcerns.nd.edu/sites/default/files/ResearchReport11_FA2011_000.pdf

In 2012, the Center for Social Concerns began a process to more specifically identify learning goals for the engagement efforts it promotes. After wide consultation and refinement, the following goals were outlined: a) Use knowledge of Catholic social thought to inform moral decision-making and frame responses to social

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concerns; b) Advance the integration of faith and justice in the discernment of one's vocation and sense of purpose; c) Address systemic social issues through the integration of critical thinking, creativity and contemplation; d) Express solidarity and respect for people across all dimensions of diversity; and e) Demonstrate lasting commitment to work and advocate for the common good, at the local, national and global levels. These goals are now used to frame program development and evaluation (note: not all Center or University courses/programs meet all of the goals: some are more introductory, others more developmentally complex). The Center seeks in the process to identify the best developmental pathways for students (that is, which sequences of experiences/courses may prompt growth and lasting commitment).

Faculty may also examine the impact of their engaged courses through the University-wide Course Instructor Feedback system. The following are a sample of optional items related to community engagement built into the course evaluation system that faculty may present to students regarding course learning: a) Identify root causes of societal problems and formulate strategies to address social concerns; b) Articulate a sophisticated understanding of complex human realities; c) Make judgments regarding the moral/ethical dimensions of individual or organizational decisions; d) Compare and contrast global perspectives on issues and topics; and e) Connect theory and practice through experiential learning (e.g., research, internships, community or client service).

2. Curriculum

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

Curricular Activity: 2.1 Student Research

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>Since 2010, the University's commitment to student research has continued to expand. Currently, the Flatley Center for Undergraduate Scholarly Engagement (CUSE) is the main portal for students interested in conducting undergraduate research. As the clearinghouse for all undergraduate scholarship, CUSE works in partnership with 17 campus-level units that provide funding and assistance for all types of student led research. Students are encouraged to use all types of research methodologies, including community-based research. This encouragement to dive deeply into community-based work is buoyed by workshops on research proposal writing specifically aimed at community-based research and one-to-one consultation on research proposals especially where IRB oversight is required due to human subject requirements that often emerge in engaged research. Notably, as a result of the continued focus on Community-Based Learning courses, our undergraduate students are becoming better versed in community-based research methods as reflected in the project submissions to CUSE and other campus units. By way of example, in 2017-2018 the Kellogg Institute for International Studies funded a number of engagement-based research proposals. For example, undergraduate Dante Domenella '19 was supported to study and participate in a micro-finance project in Peru, and undergraduate Adam Kulam '19 was awarded funding to engage with the Social Entrepreneur Corps Program in Guatemala for an eight-week immersion program.</p> <p>Since 2010, funding for all types of student research has increased, and 22 of the 94 projects</p>

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	<p>funded by CUSE in 2017-2018 were proposals focused on community engagement. Tracking of engagement-related proposals is new since the last classification and signals an increased awareness and attentiveness to this type of work.</p> <p>Since 2010, the Institute for Scholarship in the Liberal Arts has created seven new targeted summer funding opportunities connected to local community partnerships for student research and engagement, including community-engaged research internships in the local South Bend community through the Center for History and the Snite Museum of Art. The Center for Social Concerns has developed even stronger research opportunities focused on engagement through research lab opportunities assisting the director of the Higgins Labor Program and the coordinator of the Spanish Community-Based Learning.</p> <p>Notre Dame approved and launched the first new school within the University in a century when the Keough School of Global Affairs was established in 2014. The School is predicated on a mission of "placing scholarship in the service of the common good" through programs like the Integration Lab (i-Lab) which forms the cornerstone for the Master in Global Affairs degree. Students enrolled in the Master's program work with global partners and faculty in multiple disciplines to address real-world issues and challenges in arenas including equity and inclusion, conflict transformation, climate change, global health, community resilience, educational opportunity, displacement and migration, food and water security, and poverty eradication. All programs within the School of Global Affairs have a community-engaged research component embedded in their curriculum.</p>
Web Link (if available)	<p>https://cuse.nd.edu</p> <p>https://cuse.nd.edu/undergraduate-research/funding-research/grants-nd/</p> <p>https://isla.nd.edu/student-funding/</p> <p>https://kellogg.nd.edu/research/undergraduate-student-research</p> <p>https://keough.nd.edu/21st-century-school/</p>

Curricular Activity: 3.1 Student Leadership Courses

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>New in 2017, the The Rev. Don McNeill, C.S.C., Leadership Fellows Program seeks to form passionate, socially conscious leaders prepared to advocate for human dignity and prepare for lives of active citizenship for the common good. Each year, the program welcomes a cohort of ten to twelve students into a reflective and skill-building year-long fellowship focused on social responsibility and engagement.</p> <p>As a curricular program offered through the Center for Social Concerns, this initiative was designed through two years of planning, focus groups, and the exploration of models on other campuses. It is distinguished by its emphasis on integrated learning in and outside of the classroom across many academic disciplines, and includes personal and professional discernment, leadership formation rooted in the Catholic social tradition, a year-long mentorship relationship with a local professional, and a commitment to mutual engagement with local community partners for the purposes of learning, service, and research.</p> <p>Learning outcomes of the cohort are rooted in the mastery of five key competencies that reflect our understanding of how leadership is nurtured and fostered within students:</p> <ul style="list-style-type: none"> – Justice: What our experiences of encounter and understanding of justice tell us – Self and Others: What our understanding of ourselves and others teaches us – Signs: How we see the world and read our experience as it intersects with everyday life – Action: How we are moved and trained towards action – Innovation: How we are prepared to respond to critical needs in effective and innovative ways <p>At the end of the program, McNeill Fellows are equipped with the knowledge, skills, and dispositions to innovate and respond to the social and political signs of our times, recognize and respond to injustice, motivate others toward works of mercy and ultimately form and mobilize a faith that does justice and impacts the world for the common good. This initiatives honors and builds upon the work of Rev. Don McNeill, a founder of the Center for Social Concerns and one who built social innovations for justice over decades. Assessment efforts document outcomes of the program.</p> <p>Also in 2017, the Enrollment Division of Notre Dame consolidated 20 of the largest merit based aid programs at Notre Dame under the direction of Dr. Eileen Botting. These programs provide substantial merit based aid to our undergraduate students from freshmen year onward. To receive this aid students must now also complete an Ethical Leadership course with other merit based aid recipients in addition to their regular courses. This course focuses on all aspects of leadership including community engagement, active partnerships, and linking individual skills and abilities with the needs of the world. Previously, this course was taught to only some of the merit scholars at Notre Dame. In the 2017-2018 academic year, 93 merit scholars participated in the Ethical Leadership class.</p>
Web Link (if available)	<p>https://socialconcerns.nd.edu/mcneillfellows</p> <p>https://meritscholarships.nd.edu/scholarships/</p>

Curricular Activity: 4.1 Internships/Co-ops

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>Two courses (that function as but go beyond internships) offered by the Center for Social Concerns place a strong focus on community-based learning and engagement are the Summer Service Learning Program (SSLP) and the International Summer Service Learning Program. The SSLP, a popular three-credit community-based learning initiative cross-listed with the Theology department, began in 1980 with roots extending back to the 1960s. Through the SSLP, students complete coursework during the spring semester to prepare for eight-week summer service immersions at various community organizations around the country. Sites vary from health care organizations to homeless shelters, yet all share the critical component of community engagement. Since 2010, more than 2,000 students have participated in the SSLP. In summer 2017 (completing in Fall 2018) specifically, 222 students served at 160 different sites around the United States. Since Notre Dame's last application to Carnegie, the SSLP has made several adjustments to enhance the inherent learning through engagement. Readings, preparation assignments, and placements have all been refined. Efforts have been made to enhance cohesion, creating a narrative around around the principle "kinship on the margins." Students learn they are not engaging merely to serve, but rather to build relationships and recognize kinship as such exists in and across communities.</p> <p>Additionally, the program's final project has transitioned from a final paper often written removed from the community to a creative project that necessitates collaboration with the community organizations. These projects are meant to produce a tool or story that is of value to the organization, giving a platform to community voices instead of prioritizing the student view/paradigm. The SSLP's international counterpart, the four-credit International Summer Service Learning Program (ISSLP) dates back to 1998, allows students to serve with community organizations in developing countries during ten-week summer immersions. Students learn about pressing social issues in developing countries such as the lack of basic resources, access to health care, education, and employment. Since 2010, nearly 500 students have participated in the program. In 2018, 65 students were sent to 31 sites across 18 developing countries working with over 80 partner organizations. Over the past 10 years, the ISSLP has seen significant growth, nearly doubling the number of participating students and site locations. The program conducted a needs assessment in 2016 developing a goal to expand its capacity for student participation to approximately 130 students. Reflecting staffing needs to accomplish this goal, the program recently expanded from 1.5 staff positions to 4 full-time University personnel.</p> <p>In addition to the work of the Center, over the past decade, Notre Dame's Center for Career Development focused extensively on supporting students wanting to engage in unpaid internships often found in non-profit settings. All undergraduate students are now eligible to apply for funding to cover food, transportation, and housing expenses incurred as a result of participation in such experiences, thus increasing summer engagement opportunities, especially for our lower income students.</p>
Web Link (if available)	<p>https://socialconcerns.nd.edu/sslsp</p> <p>https://socialconcerns.nd.edu/sslsp-site-directory</p> <p>https://socialconcerns.nd.edu/international-summer-service-learning-program</p> <p>https://careerdevelopment.nd.edu</p> <p>https://undergradcareers.nd.edu/jobsearch/funding/</p>

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Curricular Activity: 5.1 Study Abroad

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>Given its emphasis on international education, the University increasingly attempts to offer the type of engagement opportunities available locally in its study abroad offerings. One historical example: since 1991, students studying in Chile have taken a community-based learning course (cross-listed in Theology, Anthropology and Latin American Studies), to understand poverty and development. Since 2010, an average of 13-20 students have participated at a range of community sites.</p> <p>In 2008 a commitment was made to enhance community-based learning (CBL) in study abroad locations during semester-long programs. Focusing primarily in Europe (where many students study), the Center for Social Concerns dedicated ½ of a staff position to liaise with the study abroad office, consult with onsite faculty and community partners, and prepare students.</p> <p>In Dublin, community-based learning is embedded in the core course Introduction to Ireland, taught on site by the ND faculty director, whose collaboration was enhanced via appointment as a Center Faculty Fellow. From the initial pilot program with six students in 2009, the community-based learning option now includes 15-20 students each semester working in community organizations serving the elderly, at-risk youth, and refugees while learning about Irish culture and social issues. In 10 years, 300 students have participated in the CBL course in Ireland.</p> <p>Since 2015 in the newly re-established undergraduate Rome program, community-based learning is embedded in the required core course, "All Roads Lead to Rome." Each semester approximately 25 students each complete a minimum of six hours of community engaged work teaching in English, providing meals to the homeless, or serving children of refugee families. As in Dublin, the onsite faculty member's expertise in engagement was cultivated through a two-year term as a CSC Faculty Fellow.</p> <p>In London a robust internship program comprises the majority of sustained community-engaged learning. An average of 50 students each semester work as interns in Parliament, galleries, and for-profit and not-for-profit corporations. This has been a hallmark of the London study abroad program in recent years. New since 2017 is the development of courses to augment social concerns internships (e.g., interns in Catholic schools in London study elements of Catholic education in the UK). From 2008-2016 the London program offered a community based learning course in Psychology in which 150 students participated. New courses are being developed in Anthropology and Art History with project-based community engagements in London galleries and museums.</p> <p>In Angers, France the resident faculty director taught a literature course for which students participated in a shared reading group with elderly citizens. Support for ongoing community based learning courses is also offered in study abroad programs in Toledo, Spain and Puebla, Mexico.</p> <p>Additional international community engagement takes place at 60 sites through the International Summer Service Learning Program (described elsewhere).</p> <p>For a full list of community engagement opportunities at ND's study abroad sites, see: https://socialconcerns.nd.edu/community-based-learning-study-abroad</p>

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	Notre Dame also ranks among the top five producers of Fulbright Student Scholars in the country. In 2017-2018, a record 38 students and alumni were selected to be Fulbright recipients.
Web Link (if available)	https://studyabroad.nd.edu/beyond-study-abroad/service-learning/ https://international.nd.edu/news-stories/news/dublin-study-abroad-students-find-insights-through-community-based-learning/ https://rome.nd.edu/outreach-engagement/community-based-service-learning/ https://socialconcerns.nd.edu/community-based-learning-study-abroad https://news.nd.edu/news/record-38-students-and-alumni-receive-fulbright-awards-for-2017-2018/ https://news.nd.edu/news/notre-dame-among-top-producers-of-fulbright-students-and-scholars/

Curricular Activity: 6.1 Alternative Break tied to a course

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>The Social Concerns Seminars at Notre Dame are a well-established alternative break initiative in the form of academic courses. Such courses—building on Notre Dame’s national and international networks to facilitate engagement opportunities—date back to the 1960s. The first such course was entitled Theology and the City, which became the current Urban Plunge course.</p> <p>In the 2017-2018 year, nearly 700 students participated in one of twelve such Seminars (each is one credit), which featured topics such as the U.S.-Mexico border, energy, climate change, healthcare, and race. Students reflect on their Seminar’s central social issue through engagement with relevant texts, consideration of multiples perspectives, and immersions within affected communities. Two of the most popular courses, the Appalachia Seminar and the Urban Plunge: Church and Social Action Seminar, are more than 30 years in existence. In the 2017-2018 year, the Appalachia Seminar, which includes an immersion experience in rural Appalachian communities over Notre Dame’s week-long fall and spring breaks, engaged 355 student participants. The Urban Plunge, which engages students in 28 cities (often linked with ND alumni clubs) for three days over winter break (early January), included 158 student participants during 2017-2018.</p> <p>In the last nine years, the Seminars initiative has enhanced student leadership training. Each Seminar now has two undergraduate leaders tasked with facilitating communication between the student group and community partners. Student leaders are prepped with a 24-hour retreat, four training sessions, and one-on-one mentoring by program staff. Applications for leadership positions have increased in recent years, reflecting student recognition of the merit of making such community connections and the value of the work. Additionally, the Seminars program has focused on strengthening partnerships with the community organizations. Program staff (increased in number since 2009) make in-person visits to and stay in close contact with site partners throughout the year. Moreover, site partners are invited to contribute to the program syllabi to be co-educators of the participating students. Finally, the program has enhanced its engagement with the local South Bend community in recent years. A South Bend Urban Plunge (in February) is now able to accommodate participants who are unable to afford or arrange travel over winter break (such as international students). Consequently, the South Bend immersion</p>

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	<p>now occurs in February for approximately 30 students. Another new element is shared student reflection via Seminar-specific blogs.</p> <p>While each course involves an immersion (usually at a national site), we use the term Seminar for we believe such captures the integrated reflective practice we strive for, built on respect for community members as equal dialogue partners.</p> <p>Other Seminars offered include: Migrant Experiences Seminar (for which students stay and work with migrant farmworkers, when possible); Energy, Climate and Social Change Seminar; Organizing, Power, and Hope Seminar; Recovering from Mental Illness through Work and Community; Mexico-US Boarder Issues Seminar; Sports and Social Concerns Seminar; L'Arche Community Seminar; and Realities of Race Seminar.</p>
Web Link (if available)	<p>https://socialconcerns.nd.edu/seminars</p> <p>https://socialconcerns.nd.edu/node/264</p> <p>https://socialconcerns.nd.edu/content/urban-plunge-church-and-social-action</p> <p>https://socialconcerns.nd.edu/sites/default/files/ResearchReport11_FA2011_000.pdf</p> <p>https://socialconcerns.nd.edu/department-blogs/seminars</p>

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

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>A new area of focus, prompted by the Center for Social Concerns, is restorative justice built on a strong call for mutuality, inclusion, and attention to institutional capacities for justice. Two new 3-credit courses, employing the Inside-Out model of prison exchange, have been developed in collaborations with a local correctional facility. The courses bring together students from both sides of the prison wall to explore issues including why people commit crime, what prisons are for, realities of prison life and reentry, effects of victimization, and restorative justice perspectives. Notre Dame students in both courses travel to the correctional facility each week for dialogue with students incarcerated at the facility (who read the same texts and collaborate on common assignments). The first course, Rethinking Crime and Justice: Explorations from the Inside Out, examines the myths and realities related to crime and to punishment, explores the effects of criminal justice policy, and develops ideas for responding more effectively to crime. This course has been taught eight times since 2012; each has had 16 students from Notre Dame and 16 incarcerated men (Notre Dame confirms participation in the course in a letter of support if inmates later are released and need confirmation during a job search). Demand has grown strong for entry into the class. The second such course, entitled Prison Writing: Explorations of Freedom from the Inside Out, explores fundamental questions of human existence through literature that portrays imprisonment and liberation. Over the last four years, 96 students (half from Notre Dame, half from the facility) have participated in the Prison Writing course. The Center for Social Concerns also now offers a course entitled "Restorative Justice" taught four times since 2013. The course introduces students to the theory and application of restorative justice in criminal, educational, and community contexts, and places them with community partners who are doing related work (including neighborhood centers, high schools, the YWCA, Goodwill Industries, and the Family Justice Center).</p> <p>To make such work possible, the Center for Social Concerns has hired a Restorative Justice Advisor who works with staff, faculty, and community partners: Dr. Susan Sharpe has worked with the South Bend Community School Corporation to implement restorative justice in education, worked with a variety of community organizations (often using the circle process), and recently offered three days of restorative justice dialogue for judges in Brazil.</p>
Web Link (if available)	<p>https://socialconcerns.nd.edu/content/rethinking-crime-and-justice-explorations-inside-out</p> <p>https://socialconcerns.nd.edu/seminar/prison-writing-explorations-freedom-inside-out</p> <p>https://socialconcerns.nd.edu/content/susan-sharpe-phd</p>

2.1.

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

Curriculum: 2.1 Core Course

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>Beginning in 2014, the University undertook a decennial review of the the Core Curriculum. While an institution's curriculum often involves pragmatic momentum that slows change, this iteration of the review was robust, and led to substantial alternations. The Core Curriculum Review Committee was charged with answering: "What knowledge, dispositions, and skills should all Notre Dame students possess upon graduation?" As a result, after two years of discernment with input from around the University, a complete overhaul of the core curriculum was approved by Academic Council (the main academic governing body of the University) in 2016, to be implemented beginning in the fall of 2018. University President Fr. John Jenkins noted in a communication with faculty in 2016: "These are the most significant changes to Notre Dame's core curriculum since the late 1960s." Notre Dame continues its commitment to liberal arts education but we do so with increased flexibility and attentiveness to the shifting, expanding conceptions of knowledge, more fungible and fluid disciplinary boundaries, and a greater sense of urgency for knowledge to be "committed to constructive and critical engagement with the whole of human culture," as our mission statement notes. A new "lateral counting" system allows for increased flexibility and maximum fluidity in student exploration, supporting more opportunities for students to take courses previously unavailable to them, including community-engaged coursework. And students are now required to take two Integration Courses and two Catholicism and the Disciplines courses, both of which provide important opportunities for engaged learning. For example, a new undertaking that counts as a core requirement is Philosopher Megan Sullivan's God and the Good Life course. The course asks students to engage philosophical texts and inquiry from an engaged disposition actively applying the philosophies learned in class. While not a full CBL offering, the course asks student to develop a moral/ethical framework through assignments that are "social, action-oriented, and completely project-based." During the 2017-2018 school year, 379 unique students took the course in 3 unique sections with 2 instructors. This year (2018-2019) the course has been taken by 578 students with ten unique instructors.</p> <p>The new Core also requires a course – the Moreau Experience – for first-year students that addresses social issues and involves presentations at the Center for Social Concerns to learn about community-based learning opportunities (described further below).</p>
Web Link (if available)	<p>https://corecurriculum.nd.edu</p> <p>https://corecurriculum.nd.edu/starting-fall-2018/ways-of-knowing/</p> <p>https://corecurriculum.nd.edu/moreau-first-year-experience/</p> <p>https://godandgoodlife.nd.edu</p>

Curriculum: 3.1 General Education

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>Here we elaborate on 2.1 above.</p> <p>The new Core Curriculum approved in 2016 brings various opportunities which support engaged learning in the context of general education.</p> <p>Beginning with the fall of 2018, students will now take one fewer core course. They will choose from six different courses representing various "ways of knowing" including a new category labelled "Integration" courses.</p> <p>Integration courses are team taught and designed to undertake an active investigation of a complex question, problem, or issue that provides the theme for the course. Integration courses are currently being proposed and developed, and potentials for engagement being explored with the Center for Social Concerns. The Office of the Provost has appointed Dr. Danielle Wood, Director of Community-Based Research and Impact at the Center to the committee charged with procuring and approving Integration courses. In early 2019 this committee submitted a proposal to the governing body of our Core Curriculum to recognize engaged scholarship as a field unto itself for the purposes of setting team teaching criteria and course approval, meaning a scholar of community-based research or community-based learning partner be allowed as one of the two faculty members teaching the course. The proposal was met with enthusiasm and is currently under review.</p> <p>Another development stemming from the core curriculum revisions is an initiative to promote courses with the theme of Catholicism and the Disciplines (CAD). This effort marries our intellectual tradition with our spiritual underpinnings. Community engagement is welcomed in such courses, though even without engagement components CAD courses provide strong means for the University's mission and the Catholic Social Tradition to inform other engaged learning. See for example these course proposals:</p> <p>Corporate Governance and Catholic Social Teaching (Finance 40470 at https://corecurriculum.nd.edu/assets/294663/martijn_cremers_40470_corporate_governance_and_cst.pdf) and</p> <p>Introduction to Economics and Catholic Social Thought (Economics 33150 at https://corecurriculum.nd.edu/assets/294660/joe_kaboski_syllabusecon33150_spring2019.pdf).</p> <p>While not community-based learning per se, these courses provide conceptual and ethical grounding and preparation for student community engagement in other courses and initiatives within a holistic frame.</p>
Web Link (if available)	<p>https://corecurriculum.nd.edu/pre-fall-2018/policies/#designated%20units</p> <p>https://corecurriculum.nd.edu/starting-fall-2018/</p> <p>https://corecurriculum.nd.edu/starting-fall-2018/ways-of-knowing/integration/</p> <p>https://corecurriculum.nd.edu/assets/294663/martijn_cremers_40470_corporate_governance_and_cst.pdf</p> <p>https://corecurriculum.nd.edu/assets/294660/joe_kaboski_syllabusecon33150_spring2019.pdf</p>

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Curriculum: 4.1 First Year Experience Courses

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>The First Year of Studies supports students beginning at Notre Dame. Students receive mentoring, advising, and opportunities through a wide variety of offerings/experiences, many of which cultivate an engaged disposition. During the 2017-2018 academic year, 16 one-credit courses designed to explore various facets of identity and skill development aimed at leadership were offered.</p> <p>The University Writing Program oversees all first year Writing and Rhetoric requirements for first year students. The program created a new means of fulfilling this requirement over the past decade. Since 2012, students have been offered the opportunity to take WR 13200: Community-Based Writing and Rhetoric to fulfill their writing requirement. During the 2017-2018 academic year, ten unique sections of the community-based writing course were offered, totaling 15% of of the writing courses offered that year by the program. A sample such course included: Community-Based Writing and Rhetoric: The Rhetoric of Normalcy, described as follows: "This course will allow students to further develop the skills necessary for academic writing through engagement with a local community partner, The Logan Center. We will engage through community-based learning individuals who have intellectual disabilities and reflect on the rhetoric of 'normalcy.' ... The service students perform will be a means of bridging their academic work with responsibilities to the larger communities they will encounter, as students and well after."</p> <p>Furthermore, in April 2014, the Academic Council approved the Moreau First Year Experience course as an addition to the core curriculum. The change took effect with the first-year class who entered the University in academic year 2015-2016. All first-year students are now required to complete the year-long, graded course sequence as a unique curricular element. A common syllabus is utilized in these courses, and specific content is managed collaboratively by the First Year of Studies and the Division of Student Affairs. Each Moreau First Year Experience course has built in opportunities to explore the local community and participate in community engagement within their first semester of being on campus, encouraging early investment in community engaged activities and coursework. The course touches approximately 2,050 students on a yearly basis.</p>
Web Link (if available)	<p>https://firstyear.nd.edu</p> <p>https://corecurriculum.nd.edu/moreau-first-year-experience/</p> <p>https://writingrhetoric.nd.edu/course-descriptions/</p> <p>https://writingrhetoric.nd.edu/</p>

Curriculum: 5.1 Capstone (Senior Level Project)

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>Across the University, the past decade ushered in significant resources and attention to encourage senior capstones, theses, and research programs directed by undergraduates. One third of our seniors undertake some type of research endeavor, many of which are rooted in engaged principles.</p> <p>In the School of Architecture, each 5th year student completes a Senior Capstone. All of these must fulfill the School's mission of being "committed to the making of well-designed, livable cities and towns." Notably, recent projects in 2017-2018 included park design, school cafeteria design, and overall school design as examples of community-engaged work.</p> <p>Within the College of Science, all students have the opportunity to engage in research and internship opportunities for pass/fail credit. Many of these involve scholarship linked to faculty work based locally, regionally, and globally through one of twenty-one research centers and institutes at the College. Each Center/Institute within the College has an element of engagement associated with their work, from outreach to education to translational research.</p> <p>Within the College of Engineering, the Engineering Innovation Hub is an effort to capture all engaged teaching and research under one umbrella. This effort has instigated partnerships with other Notre Dame entities like the IDEA Center (where undergraduate researchers are encouraged to bring to practice "innovating for humanity" in cost effective and efficient ways) and other College level centers. Also within the College of Engineering is the Center for Civic Engagement which prompts student research for all four years of the undergraduate experience and works with students to complete a senior thesis on a variety of related topics. For example, in 2017-2018, 44 students interned, 40 additional students mentored community members, and 100+ individuals volunteered with the Bowman Creek Educational Ecosystem Project for a total of over 10,000 hours of direct community-engaged work and research.</p> <p>Notre Dame's College of Arts and Letters continues to support engaged scholarship with their push to have at least 50% of students complete senior theses. Additionally, 17% of graduating Arts and Letter seniors choose to engage in full-time service upon graduation and many, like Alice Felker (see related weblink for story) found those post-graduate opportunities as a result of their undergraduate experiences.</p> <p>While students within the Mendoza College of Business do not traditionally complete Senior Capstone projects, there are opportunities for engaged research and community engagement that include senior year experiences. These experiences include engagement within the Notre Dame Deloitte Center for Ethical Leadership.</p> <p>In the newly created Keough School for Global Affairs, the supplementary major in Global Affairs requires its students to develop a community facing senior capstone experience through a six week cultural immersion designed to integrate the needs of community partners.</p>
Web Link (if available)	<p>https://architecture.nd.edu/academics-programs/student-work-gallery/</p> <p>https://science.nd.edu/research/centers-and-institutes/</p> <p>https://eih.nd.edu</p> <p>https://civicinnovation.nd.edu</p>

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<https://al.nd.edu/outcomes/>

<https://al.nd.edu/news/latest-news/inspired-by-service-experience-psychology-majors-research-aims-to-help-people-with-intellectual-and-developmental-disabilities/>

<https://ethicalleadership.nd.edu/>

<https://keough.nd.edu/undergrad/global-affairs-major/>

Curriculum: 6.1 In the Majors

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>Community engagement is valued, counted, and integrated in various ways across the many majors available at Notre Dame. For this Carnegie reapplication process we have spoken to the leadership teams of each College and School to: a) solicit feedback on individual units' practices and policies related to community engagement; and b) to encourage departments to develop systematic ways within their units to record and capture data around how community engagement is done and impacts the academic programming of the given unit. Consistent with the ethos of Notre Dame, many majors incorporate community engagement and/or an applied focus on social issues. While we do not (yet) have a mapping of efforts in all majors, unit-specific examples of majors where students are formally encouraged to engage (through scholarship, coursework, and research) are noted below.</p> <p>In 2010, the Department of Romance Languages and Literature engaged in a joint hire of Dr. Rachel Parroquin as the Spanish Language Community Based Learning Coordinator. With Dr. Parroquin's hire, Romance Languages has committed to the principle that all Spanish language students will understand community-engaged work during their time in the program.</p> <p>In the Department of Theology, students are formally encouraged to take on "ecclesial outreach" during academic study of theology in conjunction with the McGrath Institute for Church Life.</p> <p>In the Department of Africana studies, all majors complete a senior thesis or senior internship program. Internship programs must be community based and rooted in principles of Community Based Learning and Community Based Research.</p> <p>Other examples are highlighted in various parts of this application.</p> <p>For a thorough list of community-engaged courses across all departments, see this site:</p> <p>https://socialconcerns.nd.edu/fall-2018-community-engagement-course-guide</p> <p>Courses on this list most often count toward completion of the associated majors, though such may not be required.</p>
Web Link (if available)	<p>https://socialconcerns.nd.edu/spanish-community-based-learning</p> <p>https://mcgrath.nd.edu/about/centers-initiatives-and-programs/</p> <p>https://africana.nd.edu/undergraduate-programs/</p>

Curriculum: 7.1 In Minors

Is Community Engagement integrated into this area?	Yes
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<p>What has changed since the last classification?</p>	<p>Notre Dame offers a variety of academic minors (usually 15 credit hours) that integrate topics across traditional disciplines, many of which broadly or specifically include community engagement. Below we document examples.</p> <p>The Catholic Social Tradition Minor and the Poverty Studies Interdisciplinary Minor (PSIM), offered through a collaboration between the College of Arts and Letters and the Center for Social Concerns, each require an engaged-learning course as well as an applied capstone project. Students in the current capstone course for PSIM are partnering with the United Way to create a mapping of poverty-related services in South Bend. Researchers at the Center received a grant from the Templeton Foundation to examine the impacts of these minors on students' ethical frameworks and commitment to social action/justice.</p> <p>Students in the Education, Schooling, and Society Minor (ESS) work with local school districts to focus on mutually beneficial outcomes and projects. Additionally, the ESS minor awards one prize each year to the best original, independent Community-Based Research Project (both the community partner and student are rewarded). See this site for a list of 2017 student projects: https://ess.nd.edu/capstone-research/2017-student-research-projects/. One such project was titled: Community Service: The Intersection of Student and Administrator Concepts and Motivations in Catholic High Schools. Through interviews with high school students and administrators, the Notre Dame student researcher concluded: "that service programs in Catholic high schools might work towards developing a common service language and encouraging integration of education on social justice with the service experiences." Graduates of the ESS Minor were sampled in spring of 2018 for evaluative reflections; one student commented that "the minor has challenged me to face structural inequalities head-on [and] to reflect deeply on my privilege ... As much as possible, I hope to pursue roles and employers that at the very least acknowledge problematic social structures and hopefully aim to right them in some way."</p> <p>The Sustainability Minor and the Energy Studies Minors in the College of Science both require engagement and an applied capstone project. The Collaborative Innovation Minor engages students in an empathy-based design process to address real world questions. Working in teams with corporate partners, students endeavor to solve a variety of problems—from global distribution to product innovation.</p> <p>The Hesburgh Program in Public Service has a long standing tradition of work rooted in community outreach and service in the local and national community. Students are encouraged to work with public facing government, not for profit, and artistic agencies to serve the needs of the American people in all aspects of civic life. The program houses one of the longest standing internship/externship programs in Arts and Letters.</p> <p>The new undergraduate Minor in Compassionate Care in Medicine requires both an experiential learning course and a senior capstone designed for students "to integrate the scientific understanding of compassion along with a sense of its practical implications in the health professions and within 'helping' work in general."</p>
<p>Web Link (if available)</p>	<p>https://socialconcerns.nd.edu/content/poverty-studies-interdisciplinary-minor</p> <p>https://socialconcerns.nd.edu/cstminor</p> <p>https://ess.nd.edu</p> <p>https://hesburghprogram.nd.edu</p> <p>https://artdept.nd.edu/undergraduate-program/collaborative-innovation/</p>

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Curriculum: 8.1 Graduate Studies

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>The University offers a slate of opportunities for graduate students to engage and integrate disciplinary interests with community concerns. The Center for Social Concerns offers a Graduate Certificate in Community Engagement and Public Scholarship open to all graduate students. The Certificate integrates knowledge about the field of engagement with immersive and integrative elements. This initiative is new since 2010, and reflects a decision made following our previous classification process to further emphasize graduate student involvement. Workshops on engagement-related topics sponsored by the Center have drawn hundreds (total) of graduate students over the last five years.</p> <p>The Center also offers a 10-day international immersion course—known as the Common Good Initiative—for graduate students in all disciplines (offered twice per year). This unique opportunity is designed for graduate students only, allowing opportunities for engagement in locations that have ranged from Haiti to Jerusalem to Uganda. Graduate students also serve in various capacities at the Center for Social Concerns building community-based learning and research opportunities in their interest areas. Twenty serve as TA's for the Summer Service Learning Program course noted elsewhere, while some lead Social Concerns Seminars. Graduate students also participate each summer in the Center's Community Engagement Faculty Institute. Graduate students may also apply for Community Impact Grants (a recent successful proposal by a graduate student in Psychology will examine the relationship between restorative justice and new math pedagogies based in local schools).</p> <p>The Graduate School also offers a new initiative know as LASER (Leadership Advancing Socially Engaged Research). For this year-long opportunity, students take a one-credit course in Fall, Spring, and Summer and receive a small stipend. Each student builds a community-focused research initiative with feedback from faculty/staff and community partners.</p> <p>The Graduate School at Notre Dame emphasizes that "Your Research Matters" — and encourages graduate students to develop scholarship that can be a force for good, echoing the words of Notre Dame's founder. Many graduate students are involved in community-based research facilitated through the various Colleges, through the Center for Civic Innovation, and the Center for Social Concerns.</p> <p>The student-run Society of Schmitt fellows promotes outreach efforts among graduate students in Science and Engineering, and have offered a Science Cafe, mentoring initiatives, and engagement via science with local students from under-represented groups.</p> <p>ESTEEM at Notre Dame, new since 2009, is a Master's Program in Entrepreneurship, Technology, & Innovation designed to enhance job creation through innovation and entrepreneurship, foster bridge building across boundaries, and contribute to communities regionally and globally.</p> <p>Finally, Notre Dame Law School is home to over a dozen different clinics and externships. In 2012, the dean of the law school created the Associate Dean for Experiential Programs position</p>

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	and since 2010, the law school has added nine new clinics and externship programs around the country. During the 2017-2018 year, 67% of all law students participated in an externship or clinical experience averaging 7 hours of time each.
Web Link (if available)	https://socialconcerns.nd.edu/content/graduate-certificate-community-engagement-and-public-scholarship https://socialconcerns.nd.edu/content/common-good-initiative https://graduateschool.nd.edu/graduate-training/leadership/laser/ https://graduateschool.nd.edu/your-research-matters/ https://graduateschool.nd.edu/graduate-training/leadership/society-of-schmitt-fellows/ https://esteem.nd.edu

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

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>Many additional initiatives are relevant here, including the following.</p> <p>The Indiana Watershed Initiative Regional Conservation Partnership Program (IWI RCPP) is pairing watershed-scale implementation of winter cover crops and the two-stage ditch in two Indiana watersheds to reduce nutrient loss from fields and improve soil health. Goals are to reduce nutrient runoff, decrease water pollution, and improve farmers' soil health. The project is testing ways to address these issues. The effort is carrying out research in two Indiana watersheds: Shatto Ditch in Kosciusko County and Kirkpatrick Ditch in Jasper County. Funding through the USDA RCPP program of \$1.2M is supporting our effort for 4 years. The project has assembled a diverse group of partners including farmers and landowners, academic researchers and local, state and federal conservationists.</p> <p>The Lab for Economic Opportunities (LEO) works with providers both on the entry and exit side of the criminal justice system to assist low-risk offenders and facilitate productive re-entry. (See: https://leo.nd.edu/research/criminal-justice/). They collaborate with Reading for Life, a youth justice program that diverts non-violent offenders from the juvenile justice system through small-group interaction and the study works of literature led by trained volunteer mentors (see: https://dailydomer.nd.edu/news/reading-for-life/). LEO also assists by conducting assessments of the impacts of such initiatives (for example: https://onlinelibrary.wiley.com/doi/abs/10.1002/pam.21916).</p> <p>The Center for Social Concerns has also developed a course entitled Advocacy for the Common Good. In the spring of 2018, students in the course, collaborating with those from other local colleges, developed a campaign to support Deferred Action for Childhood Arrivals (DACA; referred to as Dreamers). After participating in an advocacy-skills workshop led by Catholic Relief Services, students hosted a prayer vigil with Notre Dame Campus Ministry and community partner La Casa de Amistad to inform the campus on the DACA program, designed</p>

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	<p>to protect from deportation eligible immigrant youth who came to the U.S. as children. They framed the campaign according to Catholic Social Teaching, and offered a prayer of solidarity among members of campus and the community. They arranged meetings with staff for local Congressional and Senate representatives. During those meetings, students shared personal stories, and presented signed petitions (collecting over 500 signatures) in support of a two-fold ask, aligned with the US Catholic Bishops: a) support for a pathway to citizenship for Dreamers; and b) protection for family-based immigration. They wrote/published op-eds locally and nationally.</p> <p>Notre Dame now partners with four colleges to offer a well-attended community engagement breakfast series (Food for Thought) four times per year (hosted at various community entities). These events are designed to prompt community partners from local agencies, City representatives, and faculty/staff to engage around local concerns and build networks. Various programmatic and research initiatives have ensued.</p> <p>Also relevant is an annual STEM Forum: In spring 2019, 150 participants from 69 K-12, higher education, government, nonprofit, and commercial organizations gathered at Notre Dame to discuss changes shaping employment and education that are driving these sectors toward more substantial collaboration. Sixty teachers were trained in connected project-based learning (see: https://science.nd.edu/news/12th-annual-collaboration-for-education-research-and-commercialization-forum/).</p>
Web Link (if available)	<p>https://onlinelibrary.wiley.com/doi/abs/10.1002/pam.21916</p> <p>https://socialconcerns.nd.edu/advocacy-education</p> <p>https://socialconcerns.nd.edu/higgins-labor-program</p> <p>https://socialconcerns.nd.edu/events/research-seminar-introducing-just-wage-framework-and-tool</p> <p>https://socialconcerns.nd.edu/events/food-thought-session-4-equity-and-social-justice</p> <p>https://socialconcerns.nd.edu/events/food-thought-breakfast-series-healthy-neighborhoods</p>

2.2.

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

Service and social action has long been part of the University's self-understanding, with increasing specificity and support through our 2010 recognition. For example, the Center for Experiential Learning and Volunteer Services came together in 1983 to become the Center for Social Concerns, and academic center/institute. Since 2010 we have made steady progress in a variety of areas (many of which have been described above), with attention to breadth, depth, and integration.

Notre Dame has committed increased support for infrastructure for engagement which in turn support curricular initiatives. Keough School offers a Global Affairs Major focus on active global citizenship, relevant minors, and an iLab for graduates students. The Center for Social Concerns is now one of the largest University

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institutes and supports an increasingly broad array of academic offerings, many through partnership with departments.

We've increased attention to both student engagement from a developmental point of view, and to best practices in engaged learning and research. For example, researchers at ND have studied student motivations for engagement (see Research Report 12 here: <https://socialconcerns.nd.edu/content/research-reports>), and examined best pathways for the development among students of ethical awareness, commitment to engage, and skills to do so well.

To foster integration across an array of initiatives, the University developed the Community Engagement Coordinating Council (CECC), and a new position, Director of Academic Community Engagement, within the Office of the Provost.

We have also enhanced efforts to integrate the Catholic social tradition and engagement in curricular contexts. CST emphasizes principles such as solidarity, the common good, and support for the vulnerable and poor which provide grounding for the work of engagement (and can be learned through engagement). To foster learning opportunities toward such complex principles operationalizes the University mission and ethos. New research initiatives at the Center for Social Concerns and a new collaboration with ten other Catholic colleges supports such work, and examine how well we are progressing. See for example: <https://sites.nd.edu/cstresearch/>

While tenure policies at research universities vary across colleges and schools, the ethos of engagement is robust by many indicators in the work of faculty. "Engaged scholarship" is part of normal faculty work and is increasingly understood conceptually (that is, terms of engagement, so to speak, are part of the language used to understand faculty work).

Strategic plans within the Colleges and across Schools point toward the work of engagement both in the curriculum and in research, and are positive signs for growth. And the CECC 2017 Strategic Plan (described elsewhere) for example calls for a) increased funding for faculty in the form of course development grants, b) integration of engagement with undergraduate research, c) enhanced examination of learning goals with respect to engagement, and more. We believe that bold goals in this realm are possible given the support for engagement across Notre Dame.

B. Co-Curricular Engagement

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

Co-Curricular Engagement	Selected	Description
Social Innovation/entrepreneurship	Yes	The Student International Business Council (SIBC) is Notre Dame's largest student organization with more than 800 active members in total. Students, predominately undergraduates within Notre Dame's Mendoza College of Business, undertake projects with organizations around the country and world to gain real-world business experience. One of SIBC's seven divisions, all of which are student-led, focuses specifically on projects relevant to social entrepreneurship. The Social Entrepreneurship division, formally recognized in 2015, aims "to create social awareness and promote development in impoverished communities around the world through projects that deliver innovative

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		<p>business solutions to communities' most fundamental problems" (see: https://sibc.nd.edu/divisions/social-entrepreneurship/ for additional information).</p> <p>Businesses and organizations partner with the Social Entrepreneurship division and have corresponding student teams. Students apply to work on these teams—which include the BOSCO Social Enterprise in Uganda, the Boys and Girls Club of St. Joseph County, IrishAngels Investment Group, Montana De Luz with McKinsey & Company, and TeachForAmerica in spring 2019—and contribute to a semester-long project of the partner organization's choosing. At the end of the semester, students travel to meet with executives from their partner organization, present their ideas for a solution, and reflect on what they have learned. In the Fall 2018 semester, 62 students participated in the Social Entrepreneurship division; the Spring 2019 semester has 53 participating students.</p> <p>The Social Entrepreneurship division, led by student directors, has several plans for expansion in the coming years. The division is looking to expand their current project model by partnering with a South Bend nonprofit to provide pro-bono consulting with supervision from a top-tier American consulting firm. Additionally, the division is hoping to create an Enactus Social Innovation project team to compete with other teams across the nation.</p> <p>The IDEA Center, described elsewhere, supports a variety of co-curricular social innovation initiatives with both undergraduate and graduate students (see: https://ideacenter.nd.edu). Students are encouraged, for example, to enter the McCloskey New Venture Competition to secure salient funding for entrepreneurial initiatives. The organizers of the Competition state that "It is our desire that the McCloskey New Venture Competition be an exceptional learning experience for our students." Teams may compete for a social impact award, described as follows: "A "social venture" is financially sustainable business enterprise that produces significant, positive change by addressing a pressing social, humanitarian or environmental challenge. The social mission must be at the core of the business enterprise. In other words, it is core to the mission and vision of the business, the result of a deliberate set of activities focused on the social mission – not simply a charitable add-on. At the IDEA Center, we believe that the best way to ensure lasting, significant change as it relates to social, humanitarian and/or environmental challenges is through viable, sustainable business opportunities. ... we can be a 'force for good' consistent with the social mission of the University of Notre Dame?" See: https://mccloskey.ideacenter.nd.edu/Home/Info/Eligibility</p>
<p>Community service projects - outside of the campus</p>	<p>Yes</p>	<p>The Center for Social Concerns provides students with innumerable opportunities to serve the off-campus community. The Community Partners Directory, available in print and online (https://socialconcerns.nd.edu/ceo) includes contact information for over 70 organizations in South Bend. To help meet both the needs of the community-based organization and the student, the Directory is organized by various social issues, including aging, youth service, criminal justice, disabilities, disaster relief, domestic violence, education, food and sustainability, health care, housing and homelessness, hunger issues, legal services and advocacy, parish work, poverty, and women's issues. A description of each relevant agency or opportunity is then provided from which students explore placements.</p> <p>Once engaged with an organization, the Center for Social Concerns and ND's Transportation Services makes vehicles available for transportation. In 2017-2018, over 2,100 students partnered with community organizations through either individual or curricular service opportunities.</p> <p>Another initiative is the annual Back the Bend Day. Joining with more than a dozen local community organizations and the City of South Bend on April 14, 2018, Notre Dame</p>

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		<p>students worked on 17 service projects. The students: a) helped to prepare Kelly Park for Arbor Day, b) contributed to painting the inside of the historic Mills House and the amphitheater at Leeper Park, c) cleaned areas of Bowman Creek, a tributary of the St. Joseph River, d) cleared the interior of the historic Kizer House, and e) and visited homebound seniors.</p> <p>Another salient service contribution is the spreading forth of Notre Dame graduates following graduation each year into full-time service/volunteer opportunities. Approximately 150 students do such post-grad service each year, or approximately 7% of the graduating class (as reported by the Office of Strategic Planning and Institutional Research). Graduates enter both secular and faith-based programs such as Peace Corps, the Alliance for Catholic Education, Teach for America, and many others. The Center for Social Concerns helps to foster discernment about such post-graduate community service by hosting program representatives and offering reflection opportunities (e.g., a one-credit Discernment course). During Commencement weekend, the Center for Social Concerns hosts a Service Send-Off Ceremony for graduating students and their families. The ceremony honors seniors who are planning to engage in full-time service after graduation. University President Fr. John Jenkins joins the event, shaking each graduate's hand as they are recognized by name.</p>
<p>Community service projects - within the campus</p>	<p>Yes</p>	<p>Below is a sample of the many ongoing efforts that fit this category (some of which also include off-campus engagement).</p> <p>Notre Dame raises funds (from employees and students) for the local United Way (over \$300,000 annually in recent years). See: http://unitedway.nd.edu</p> <p>An annual ecumenical prayer service and holiday reception is held each December in the Main Building on campus. This event is hosted by the Office of the President and staff that lead community relations efforts. At least 100 community partners attend and 50 staff/faculty. The event serves as a way to recognize and prompt community/University collaboration.</p> <p>The Walking Alongside Family Caregiver Navigation Conference and seminar series (sponsored by Campus Ministry and Human Resources) is designed to direct family caregivers, both campus employees and community members, to community resources that they may find helpful and to provide information to help them navigate this growing area of care and find support opportunities. Speakers have included experts in areas of law, psychology, elder care, insurance, and medicine. The speakers are both university faculty and community leaders. About 200 persons are served annually.</p> <p>The WAVES program (Wonder, Arts, Vibration, Engineering, Science) is an interactive educational presentation exploring the scientific and musical properties of sound waves for 3rd-6th grade students. Audience size for each performance is limited to a maximum of 150 students. The custom-designed percussion instruments used by the audience are designed and fabricated by students and faculty at the University of Notre Dame's College of Engineering.</p> <p>Cooking with Cops, a pilot program in 2018-2019, brought together local youth and law enforcement to improve police-community relations, encourage healthy eating and introduce kids to careers in law enforcement and the culinary arts. Hosted by the Morris Inn on campus, Notre Dame Security Police (NDSP), the Robinson Community Learning Center, and the Office of Public Affairs. Served 51 people.</p> <p>For three weeks each summer, the Notre Dame Alumni Association welcomes alumni, family, and friends back to campus to participate in "Family Volunteer Camp," a service</p>

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		<p>program in collaboration with about 20 local non-profits per summer. Families work for approximately 5 hours each day, visiting a different site each day. The camp is hosted in two week-long sessions, approximately 125 people per session. Family campers stay in dorms on campus, have access to faculty, facilities, and eat at dining halls when not performing service in the community. The camp has become so popular that each year it has increased in size (applicants are now chosen by lottery) and community partners are now being sought beyond the South Bend borders.</p>
<p>Alternative break - domestic</p>	<p>Yes</p>	<p>Notre Dame offers an extensive array of for-credit alternative break opportunities known as Social Concerns Seminars (described elsewhere). Such Seminars involve over 800 students per year. Nevertheless, there are periodic co-curricular efforts, lead by both faculty and students, that involve service/social action during break periods (some of which serve as pilots for later for-credit immersion courses).</p> <p>One example involves Notre Dame's Upward Bound Program, which has helped more than 2,000 local high school students prepare for, apply to, and succeed in college, annually takes approximately 15 local youth on a spring break trip featuring college tours and various cultural events. Recent destinations have included Morehouse College, Spelman College, and Emory University. See: http://www.trio.nd.edu/programs/upward-bound</p> <p>An increasing array of students, given the University focus on undergraduate research (see: https://cuse.nd.edu/undergraduate-research/), use available funding to travel to sites during break periods to conduct research aligned with their interests. Not infrequently, students' research questions have grown out their previous direct engagement at national sites through participation in programs such as the Summer Service Learning Program or Social Concerns Seminars.</p>
<p>Alternative break - international</p>	<p>Yes</p>	<p>Much of what the University offers with respect to international opportunities during break periods is linked to curricular opportunities (e.g., Social Concerns Seminars and the Common Good Initiative). Some co-curricular opportunities include the following.</p> <p>Fr. Emmanuel Katongole, a professor of Theology and Peace Studies, has led (in 2014 and 2016) two-week journeys, mostly of Notre Dame faculty and staff, to Uganda and Rwanda during July/August. Called Pilgrimages of Pain and Hope, the journeys draw inspiration from the ancient Christian practice of pilgrimage recast in a new paradigm of mission. The goal of the journey is not aid, nor partnership, but to learn to see and relate to Africa with fresh eyes. Katongole invites fellow pilgrims to enter the social, cultural, historical, and living story of Africa, and to imagine possibilities for ongoing reciprocal learning. See: https://pilgrimaged14.wordpress.com/university-of-notre-dame/</p> <p>The University runs the Tantur Institute in Jerusalem which offers a variety of immersions for Notre Dame faculty and students studying in Jerusalem or visiting during break periods and summer (e.g., a Peace Studies course of 20 students in 2017 entitled: The Palestinian-Israeli Conflict). See: https://tantur.org/enrichment-renewal-programs/trips-and-excursions/</p> <p>As part of the Listening to Puerto Rico Project, twelve faculty members traveled to Puerto Rico during spring break (2019) to learn further about ongoing work following hurricanes there, and to explore means to build ongoing awareness on campus. See: https://ndsmcobserver.com/2018/11/listening-to-puerto-rico/.</p> <p>The Center for Social Concerns and staff a Notre Dame International consult with students who want to serve internationally during break periods (an increasing trend) to assist in finding meaningful and ethically grounded placements (vs. volunteer tourism,</p>

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		<p>etc).</p> <p>Rosie McDowell of the Center for Social Concerns collaborates with the AnBryce Scholars Initiative at Notre Dame to build an annual spring break trip to London or Ireland for first-year students. AnBryce Scholars at Notre Dame are both the first in their families to go to college and have encountered significant socioeconomic challenges in the pursuit of their education. The purpose of the immersion is "to offer students an experience that would introduce them to the knowledge, communication skills, and perspectives they will need to succeed in a global, interconnected world." One student commented on the experience: "Overall, the global immersion program reminded me that I am only one small piece of a big picture generation that will improve the world, beginning with my cohort an extending internationally." See: https://anbryce.nd.edu/about-the-program/immersion-program/.</p> <p>Such global learning is enhanced by Notre Dame's five Global Gateways (in Beijing, Dublin, Jerusalem, London, and Rome) and six Global Centers (Santiago, São Paulo, Mexico City, Hong Kong, Mumbai, and at Kylemore Abbey in western Ireland) which are launching pads for our faculty and students. They allow for rich collaborations with local universities, research centers, governments, churches, and grassroots organizations. By understanding their world and their neighbor, we hope to prepare all members of the Notre Dame community to become global citizens who can effectively lead and serve the common good. See: https://international.nd.edu/global-network/</p>
Student leadership	Yes	<p>Student leadership is witnessed and enhanced within 71 formal student service and social action clubs (recognized by the Office of Student Activities) that foster community service and and social action. To be recognized, student clubs must be vetted through the Center for Social Concerns. The number of service/social action clubs has increased from 25 in 1988-1989 to 40 in 2006-2007 to the current 71. Hundreds of students are involved annually. See: https://sao.nd.edu/groups/. Examples of new or salient club leadership include:</p> <p>a) Education Bridge, founded by a Notre Dame student to build and operate schools in South Sudan; see: https://ndsmcobserver.com/2016/04/student-starts-non-profit-in-south-sudan/ and https://www.education-bridge.org</p> <p>b) Engineers Without Borders, which works to give engineering students the opportunity to pursue service related to their majors through the development, pursuit, and completion of various, sustainable engineering projects both domestically and internationally; see: https://ewbnotredame.weebly.com</p> <p>c) Foodshare, which raises awareness of the problems of food waste and its relation to hunger and facilitates an active food salvage program locally.</p> <p>d) Global Brigades is an international student-operated volunteer organization whose mission is to provide sustainable development to underserved communities throughout the world.</p> <p>e) Catholic Relief Services Student Ambassador Chapter, which educates Notre Dame's campus on social justice and global poverty issues that require immediate attention, especially migration, climate change, global hunger, and human trafficking.</p> <p>We believe that student-initiated efforts to serve and contribute are important as forms of experiential learning toward leadership development. To enhance such, the Office of Student Activities offers a Leadership Institute and a Leadership Retreat (see https://sao.nd.edu/student-leadership/), and the Center for Social Concerns consults</p>

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		<p>with student leaders in planing and implementation of relevant activities.</p> <p>The Center for Social Concerns, the Office of Campus Ministry, and other entities also offer leadership development opportunities that build on student interest in community engagement (noted elsewhere).</p> <p>The Graduate School offers a well-developed leadership initiative (described above: 8.1 under Curriculum) for graduate students known as Leadership Advancing Socially Engaged Research. See: https://graduateschool.nd.edu/graduate-training/leadership/laser/</p>
Student internships	Yes	<p>The University offers strong support to students in seeking and learning from internships. See: https://undergradcareers.nd.edu/jobsearch/ and http://www.cicevents.org and https://undergradcareers.nd.edu/fairs/</p> <p>The Career Center helps students find international internships and supports students from other countries looking for an internship in the United States. See: https://undergradcareers.nd.edu/resources/international/searchresources/ and https://undergradcareers.nd.edu/international-students/</p> <p>The Global Gateways and Centers of Notre Dame (comprised of on site partnerships and facilities in 11 countries, as noted elsewhere) provide a prime set of internships that often augment students' fields of study. See for example internships provided by the London Program (https://london.nd.edu/programs/internships/), many of which have a focus on the common good or social issues.</p> <p>The Anchor Internship via Campus Ministry provides opportunities for students to serve campus and parish communities (for 12 hours per week over 40 weeks). See: https://campusministry.nd.edu/get-involved/anchor-senior-internship/internship-faq/</p> <p>The Center for Social Concerns has begun to offer community-based Catholic Social Tradition Internships.</p>
Work-study placements	Yes	<p>Notre Dame students who are awarded Federal Work-Study (FWS) have the opportunity to obtain positions at a variety of authorized community service agencies. The goal of these partnerships is that students can do work that both develops professional skills and enriches the local South Bend community.</p> <p>Authorized agencies for the FWS Community Service Program include Big Brothers Big Sisters, the Center for Social Concerns, the Center for the Homeless, Dismas House, ND Upward Bound, REAL Services, the Robinson Community Learning Center, and the Unity Gardens (see https://financialaid.nd.edu/jobboard/community-service-employment/ for additional information about these organizations).</p> <p>During the 2017-2018 academic year, Notre Dame met the FWS 7% expenditure requirement for community service, and of the total students employed with Federal Work-Study eligibility, 2% worked with community service organizations.</p>
Opportunities to meet with employers who demonstrate Corporate Social	Yes	<p>The Notre Dame Center for Career Development provides numerous opportunities for students in each College to connect with employers who demonstrate Corporate Social Responsibility (see: https://careerdevelopment.nd.edu/). The primary recruiting database, Go IRISH, serves as a job search engine for internship and full-time opportunities specifically seeking Notre Dame talent with on-campus and off-campus interviewing opportunities for jobs and internships. Go IRISH can also be used to view</p>

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<p>Responsibility</p>		<p>upcoming employer information sessions, pre-nights, and career fair participants. Students also have the option to meet with a career counselor for a more personalized search. In addition, IrishCompass is Notre Dame’s official professional online community which allows student to network with alumni in their industry of choice. These resources provide students with the ability to seek out socially responsible employers for networking and career purposes.</p> <p>The College of Business sponsors weeks dedicated to examining ethical issues, as noted elsewhere in the application. Speakers from a variety of businesses present and meet with students (see: https://mendoza.nd.edu/notre-dame-ethics-week/). Such ethical engagement is a hallmark of the College; see also the following: Business on the Frontlines (see: https://mendoza.nd.edu/news/these-are-real-people-these-are-real-problems/), experiential learning during break periods sponsored by the College (see: https://mendoza.nd.edu/news/41-projects-in-4-days/), and the Student International Business Council (SIBC), described above.</p> <p>In the College of Arts and Letters, the de Nicola Center for Ethics and Culture sponsors a variety of events engaging students in questions of ethics and responsibility (see: https://ethicscenter.nd.edu/).</p> <p>The Higgins Labor Program, sponsored by the Center for Social Concerns (and described more fully elsewhere), brings a range of speakers to campus to discuss socially responsible labor practices across all sectors. See for example, the Labor Cafe series: https://socialconcerns.nd.edu/labor-café</p> <p>Of interest here is the Migrant Experiences Seminar facilitated each spring via the Center for Social Concerns. Through this course and its break week immersion, students meet with organizations that employ (not always in a responsible manner) migrant workers (in Florida), and with agencies that help foster fair labor practices. See: https://socialconcerns.nd.edu/content/migrant-experiences</p>
<p>Living-learning communities/residence hall/floor</p>	<p>Yes</p>	<p>Notre Dame has a high level of on-campus residentially among students (all first-year students, for example, are assigned to one of 30 residence halls). Residence life at Notre Dame is built on a culture of engagement with and service to the local community: "At Notre Dame, residential life is designed to form undergraduate communities that are inclusive of all members; dedicated to the intellectual, moral, and spiritual development of each individual; and characterized by a collective sense of care and concern for the common good and service to others" (see: https://residentiallife.nd.edu). Such goals are manifested in a variety of efforts across the halls, from single events that support a community goal to a long-term partnership between a residence hall and a local agency. For example:</p> <ul style="list-style-type: none"> – Zahm Hall sponsors the Zahm Carnival each year in collaboration with the Robinson Center to benefit the children of South Bend. – Lyons Hall annually hosts Rinking for Riley to benefit the Riley Hospital for Children in Indianapolis. – Each year, McGlinn Hall residents raise money for Saint Adalbert Catholic School in South Bend and tutor students weekly throughout the academic year. – O’Neill Hall is committed to the South Bend Center for the Homeless. O’Neill hosts “Without a Home,” in which the men of the hall hold a vigil throughout the night to raise awareness and funds to aid the Center.

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		A similar initiative could be named for almost every residence hall, for the ethos of such engagement is strong.
Student teaching assistants	Yes	<p>An innovative partnership between Notre Dame’s Center for the Study of Languages & Cultures (CSLC) and Perley Fine Arts Academy in South Bend allows students to connect with Fulbright Foreign Language Teaching Assistants (FLTAs) from around the world. Many of FLTAs assigned to Notre Dame volunteer time for one week each month in Perley classrooms to teach their native language and culture to kindergartners through fourth-graders. They also take part in a community-based learning course called “Globalizing Perley,” developed in collaboration with the Center for Social Concerns. Taking advantage of that opportunity to engage with the community and integrate with aspects of American culture is a major part of what the Fulbright Commission expects of their grantees. The FLTAs become fully immersed in their life at Perley, participating in American rituals for holidays like trick-or-treating for Halloween and teaching Christmas carols in their own languages. The FLTAs collaborate with the Snite Museum and the DeBartolo Performing Arts Center to provide opportunities for the elementary students to have world experiences without travel. Because of this partnership, Notre Dame and the FLTAs were acknowledged at the 2018 FLTA Mid-Year Conference by Jennifer Zimdahl Galt, the Principal Deputy Assistant Secretary, Bureau of Educational and Cultural Affairs, U.S. Department of State.</p> <p>Each year approximately eight Notre Dame professors conduct content-based seminars for K-12 educators from six participating districts through the Teachers as Scholars program. The program "provides teachers and administrators the opportunity to become students again." Events are held on campus, and over 200 individuals participate. Participating districts include South Bend Community School Corporation, Penn-Harris-Madison, School City of Mishawaka, John Glenn, Union-North United, and the Diocese of Ft.Wayne/South Bend. See: https://publicaffairs.nd.edu/programs/teachers-as-scholars/</p> <p>Each year, 20 graduate students across the University serve as teaching assistants for the Summer Service Learning Program offered through the Center for Social Concerns and cross-listed departments. The TAs, many of whom participated in community-based learning themselves as undergraduates, provide feedback on current participants' writings, reflective journal entries, and the like. Benefits to the TA include pedagogical development regarding engaged forms of learning and interaction with students in a teaching context.</p> <p>Since 1993, the Alliance for Catholic Education has offered academic preparation and personal formation to college graduates aspiring to be teachers and ready to serve where needed. This Notre Dame tradition combines strong academic preparation with co-curricular engagement, community life, and spiritual growth. It has spawned numerous kindred initiatives nationally. ACE operates in partnership with schools and dioceses around the country, placing over 90 students annually as full-time teachers living in community. See: https://ace.nd.edu</p> <p>In another initiative, SAINTS, University students work with local teachers and students at an urban Catholic grade school (St. Adalbert). Tutors work in the context of a 1-1 tutorial relationship tailored to meet individual student's learning needs, practice teaching strategies, assist teachers, and impact the social and academic growth of South Bend children in need.</p>
Athletics	Yes	Notre Dame is a part of NCAA Division One Athletics and belongs to the Atlantic Coast Conference. Student athletes are able to participate in a variety of engagement activities through programming and curriculum supported by Notre Dame Athletics and the Student Welfare and Development Program, where one of the five pillars of excellence is

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		<p>service (see: https://www.ndswd.com/#mission).The Athletics Community Commitment division was developed in the fall of 2014 to extend the Holy Cross mission and the impact of collegiate sport through service to, and engagement of others. In keeping with its five core pillars of Community, Excellence, Education, Tradition and Faith, the division strategically focuses efforts on those initiatives that align with them.</p> <p>The 2017 season marked the third consecutive year of an increasingly successful partnership among the Notre Dame Athletics Department, the College Football Playoff Foundation and its Extra Yard for Teachers initiative, and the Alliance for Catholic Education (ACE). In 2017, this collaborative effort catalyzed 616 gifts to ACE that totaled \$514,424, representing a 29 percent increase over last year's totals. Each year, the Fighting Irish have been number one in dollars raised among the 100 schools participating nationwide. Those donations, coupled with a generous \$150,000 match provided by the College Football Playoff Foundation, resulted in a grand total of \$665,024 raised for the 2017 campaign. In its first three years, this partnership has raised \$1,606,015 to support the work of the Alliance for Catholic Education (ACE) program, which prepares and places college graduates as teachers in underserved Catholic schools in over 30 cities from New York to Los Angeles.</p>
Greek Life	Yes	The University does not have a Greek system. Residence halls across campus are a locus of extensive community engagement (as described above with respect to residence hall involvement).
Other (please specify)	Yes	<p>Many other initiatives (drawn in part from the extensive engage.nd.edu inventory) demonstrating an ethos of engagement and reciprocal action for the common good are worthy of note. Samples include the following.</p> <p>Talk With Your Baby (facilitated by the Robinson Community Learning Center) is a multi-organizational program that educates parents and caregivers about the importance of "talk" with children which fosters their emotional, cognitive, and social development. The program follows an eight-module curriculum that offers tips and techniques for participants to follow with children birth to three years old. Approximately 200 individuals participate annually.</p> <p>The e-NABLE group is comprised of engineering students working with a faculty member in the Department of Aerospace and Mechanical Engineering. With the use of 3-D printers, students build prosthetic hands for young children, and promote awareness.</p> <p>Notre Dame collaborates with two large-scale local coalitions, including Ready to Grow of St. Joseph County, a collection of local early childhood stakeholders, and Horizon Education Alliance in Elkhart County, a network of business, school, and community stakeholders to design, test and adopt solutions to improve local education outcomes.</p> <p>Notre Dame's Enrollment Division and Pre-College programs also employ community engagement strategies. The Office of Outreach and Engagement Recruitment (OER) hosts students on campus, inviting them, in one project, "to come up with innovative solutions to real world issues." Students create a plan for a product, service, platform, or system and pitch their idea for a chance to win consultations with Notre Dame IDEA Center business coaches (see: https://oer.nd.edu/program/). In another pre-college summer program (linked to the Center for Social Concerns) high school students take a two-week mini-course, Confronting Poverty: Bringing Service to Justice, that integrates community engagement. See: https://precollege.nd.edu/courses/confronting-poverty/</p> <p>Notre Dame continues to be the home of two of the eight U.S. Department of Education TRiO programs since the 1960s, including its most prominent and successful program,</p>

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	<p>Upward Bound, one of the oldest and rewarding college prep programs in the nation. The Upward Bound program has a current \$2.3 million, five-year grant to provide and promote college preparation resources for local students. Currently, Upward Bound serves over one hundred South Bend community school students providing academic tutoring/advisement, SAT/ACT preparation, career exploration, securing financial aid, cultural enrichment, community service, and college tours. Notre Dame students serve as assistants in this work with local youth.</p>
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	<p>Faculty member Jason Ruiz has been awarded a Whiting Public Engagement Fellowship to create a set of walking tours and digital tools to explore Pilsen – the changing neighborhood at the heart of Chicago’s Latinx community – through its historic murals. The Whiting Fellowship "seeks to empower humanities faculty who embrace public engagement and to amplify unheard stories and infuse complexity into public discourse." Ruiz will link his teaching and scholarship to this endeavor by promoting "intensive collaborations between scholars and community groups and cultural institutions" in Chicago and beyond. See: https://www.whiting.org/content/jason-ruiz and https://ntrda.me/2P1EN8a</p>
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B.2. Indicate whether students have access to a co-curricular engagement tracking system that can serve as a co-curricular transcript or record of community engagement, and if such a system exists, describe the system used and how it is used.

The University does not employ a co-curricular transcript for engagement activities (though there have been recent explorations pointing to such potentials). However, given that many of the engagement activities that are offered are course-based—for example participation in Social Concerns Seminars (approximately 800 students per year), participation in the Summer Service Learning Program course (200 plus students each year) and International Summer Service Program course (over 60 students annually), and many community-based learning/research courses (that receive the ZCSC course attribute) across the curriculum—engagement is apparent on many students' transcripts.

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

As noted above, students are introduced early to the ethos of service and engagement of Notre Dame, then have opportunities for more complex involvement and contributions as they develop. Students are invited to participate in a Day of Community (55% do so) prior to the start of classes their first year. All students take a course—The Moreau First Year Experience—that emphasizes the ethical dimensions of Notre Dame's mission and presents both curricular and co-curricular opportunities for engagement.

In subsequent years, students are prompted toward relevant events through multiple sources of campus communication. Indeed, there are often many concurrent events across campus focused on social issues, ethical questions, and calls for engagement, so assisting students in choosing the best of such (in ways that link to their developing vocational plans and commitments) is important. We do this through the guidance of residence hall staff, advisors in the Colleges, directors of undergraduate and graduate studies, and the like. However, given that students sometimes seem over involved, there is more to be done to sequence offerings and help students engage wisely. Such was a framing goal of the new McNeill Leadership Fellows initiative offered through the Center for Concerns. The Center also offers activities designed as an entry level (such as the Urban Plunge

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Seminar) and as well as activities that require advanced commitment. At the conclusion of the majority of Center events, students are reminded, often in writing or follow-up contacts, of relevant next step opportunities.

B.4. Provide a narrative that speaks broadly to involvement of students in community engagement, such as the ways students have leadership roles in community engagement (give examples), or decision-making roles students have on campus related to community engagement (planning, implementation, assessment, or other). How has student leadership in community engagement changed since the last classification? How is student leadership in community engagement recognized (awards, notation on transcript, etc.)? Provide relevant links.

An important question. Student leaders have played a key role in building community engagement at Notre Dame over decades. In 1963 a robust student group (CILA) began to offer: a) local community service efforts; b) international summer service opportunities (over 400 students served in Latin America through from 1963 to 1993), and then national summer service placements. Their efforts became the basis for initiatives now run by the Center for Social Concerns (for example, the Summer Service Learning Program).

While staff/faculty now organize many such efforts (which amplifies the scale of offerings), the ethos of student leadership remains. This is quite evident in the University's Social Concerns Seminars (a series of twenty one-credit courses built on immersions, with over 800 student participants annually). Student Seminar leaders bear substantial responsibility, including: curriculum delivery, group reflection, transportation, logistics, meal planning, communication with community partners, risk management, etc. Such work represents a practical learning laboratory for leadership development. Students become aware of the complex collaboration needed in partnerships, and often become advocates for community-based learning in a way that champions partner perspectives. Community partners regularly report that students leaders come prepared, ask good questions, and show thoughtful facilitation of common work. We foster such leadership through various forms of training, reflection, and the like. An array of student-led service and social action clubs (70) are jointly affiliated with the Office of Student Affairs and the Center for Social Concerns. Such integration serves to enhance the ethos of community engagement across many elements of Notre Dame and the community. Students often are the glue or ligatures that sustain long-term relationship between the institution and community partners, local and far. For example, through the Appalachia Seminar, hundreds of students engage during break weeks each Fall and Spring in the Appalachian region. Staff members are able to visit the area only occasionally, while students have sustained and energized the partnerships for over 35 years.

While such student leadership is longstanding, a key new effort (2017) is the The McNeill Leadership Fellows initiative, designed to strengthen student leadership in the spirit of the Center for Social Concerns founder Don McNeill who trusted students deeply while calling them to authentic, deep work in communities. This initiative is a year-long fellowship combining coursework, community involvement, and a research capstone in a cohort format, with a mentor (drawn from staff, faculty, community partners, and alumni) for each fellow. The initiative sprung out of an observation that while students have various opportunities to take leadership, leadership skill development with respect to complex social concerns requires integrated, sustained attention, both curricular and co-curricular. We have also added student leaders, both graduate and undergraduate, as formal representatives to the campus engagement Council (the CECC). Student leadership with respect to engagement is recognized by an extensive set of University annual awards. One example is the The John W. Gardner Student Leadership Award that "annually honors a student who exemplifies the ideals of Notre Dame through outstanding volunteer service beyond the University."

B.5. Describe how institutions have designed new programs and initiatives, or re-designed existing

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ones, to both increase students' access to and participation in community-engaged activities (particularly students who are not currently engaged) so that a relatively larger portion of students have the opportunity for developing the cultural competencies, asset-based approaches, and values of reciprocity for engaging with communities.

This is an ongoing question of interest for us, for we want to promote depth, breadth, and quality with respect to engagement opportunities. Here we mention a few new initiatives that complement what has been noted elsewhere.

Student Government at Notre Dame has developed a cabinet-level Director of Community Engagement and Outreach who organizes a formal team of students to promote engagement. This Director now serves on the University's Community Engagement Coordinating Council. Student Government became a co-sponsor (with the Center for Social Concerns) of a revamped Social Concerns Fair. At the annual Fair, students and faculty interested in service and civic engagement in South Bend meet with more than 40 local social service organizations. The Fair (in 2019) was designed to connect to Notre Dame's Walk the Walk week focused campus-wide observance of Martin Luther King Jr. Day. See: <https://socialconcerns.nd.edu/events/2019-social-concerns-fair>

Similarly, a graduate student representative was added to the Community Engagement Coordinating Council, and discussions begun with the Graduate Student Union to build a formal position for engagement initiatives into the GSU cabinet.

As described above, the new Moreau course taken by all First Year students provides a strong introduction to community engagement opportunities and related social issues that are part of the Notre Dame ethos. Each section of the course is invited to a presentation offered by dozens of Center for Social Concerns staff and faculty in Geddes Hall (see: <https://prezi.com/view/Jmlb2WoMvtClS5I1pji/>). The Center for Social Concerns has expanded its local South Bend Urban Plunge from 4 to 30 participants so that international students and students that cannot travel to a plunge site during winter break can participate. This enhances local engagement and opens access to wider variety of students. The Center has also strengthened efforts to recruit for diversity of participation, e.g., for our Realities of Race Seminar, for the Organizing, Power, and Hope Seminar, and the Migrant Experiences Seminar. The Center is developing an Indigenous Communities Seminar to be especially welcoming of Native American students and address issues of relevance. To recruit student athletes, the Center has developed a Sports and Social Concern Seminar (adjusting immersions to be more friendly to athlete schedules), and worked to enhance participation of males and certain majors that are less represented; and it has worked to increase scholarship funds for engagement activities for lower income students.

Also salient here is research done (2017) at the Center for Social Concerns to examine student motivations for service and engagement. Over 600 students participated in an extensive survey (before and after summer community engagement). Significant differences were found in student motivations for participation across gender, college affiliation, family income, and political orientation. Since research suggests that engagement outcomes are often positive no matter the type of motivation at the start, the findings are discussed in the context of how to recruit various types of students across the University. The published report is available here: https://socialconcerns.nd.edu/sites/default/files/pictures/Research%20Report%2012%202017_web.pdf

C. Professional Activity and Scholarship

C.1.

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

Scholarship on promising practices in teaching and learning via community engaged work has been a strong focus since 2010.

The work of theologian Dr. Clemens Sedmak integrates efforts in community engagement, Catholic Social Teaching, and global affairs (Sedmak holds a new joint appointment with the School of Global Affairs and the Center for Social Concerns). See for example his 2016 book: *The Capacity to be Displaced: Resilience, Mission, and Inner Strength*, which explores a frequent component of engaged learning (displacement) and the human capacity to learn from such. See: <https://brill.com/view/title/34574?format=PBK>

Dr. Connie Snyder Mick (Center for Social Concerns) and Dr. James Frabutt (Office of the Provost) published: "Service-Learning in Higher Education: Teaching about Poverty and Mental Health." *Service-Learning: Enhancing Inclusive Education. International Perspectives on Inclusive Service-Learning*. Emerald Publishing, 2017. Dr. Frabutt also provided a workshop for administrators and faculty (2015, October) at Hendrix College, "Community research: Language, methods, and ethics." At the Engagement Scholarship Consortium Annual Conference, he has regularly served as a Faculty Mentor for the Emerging Engagement Scholars Workshop (2013, 2014, 2016).

Dr. Rachel Parroquin, who holds a joint appointment with Romance Languages and the Center for Social Concerns to promote community-based learning, documents her collaborative work regarding CBL here: <https://socialconcerns.nd.edu/content/rachel-rivers-parroqu%C3%ADn-edd>

Dr. Mary Beckman of the Center for Social Concerns, among many publications, co-authored with Randy Stoeker: "Making Higher Education Community Engagement Matter in the Community" in the 2014 edited book: *Citizenship, Democracy and Higher Education in Europe, Canada and the U.S.*

Rachel Tomas Morgan (regular faculty) and Fr. Paul Kollman (tenured faculty) have examined promising practices in international engagement, as in this 2015 publication: *Liberal Education and Service-Learning as a High Impact Practice*. In N. Sobania (Ed.), *Putting the Local in Global Education*. Stylus Publishing.

Dr. Jay Brandenberger (regular faculty, Center for Social Concerns) and colleagues have published or presented conference papers on engagement over 40 times since 2010, including: Brandenberger, J. W., & Bowman, N. A. (2015). Prosocial growth in college: Results of a national study. *Journal of Moral Education*; and Brandenberger, J. W. (2017, January). Promoting Practical Wisdom in Youth Adulthood: Integrating Insights from Developmental Psychology, Neuroscience, and Engaged Learning. Paper presented at the Annual Conference of the Jubilee Centre for Character and Virtues, Oriel College, Oxford, UK, available at <http://jubileecentre.ac.uk/1674/conferences/character-wisdom-and-virtue>. See his other publications here: <https://socialconcerns.nd.edu/content/jay-brandenberger-phd>

Efforts to build such scholarship have been enhanced since 2010 by increased support for research at the Center for Social Concerns in the roles of Dr. Brandenberger, and a new position held by Dr. Danielle Wood (see her publications at: <https://socialconcerns.nd.edu/content/danielle-wood-phd>) who provides active support to

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community partners in designing and funding community-based research. The Center has also employed a postdoctoral research associate, most recently Dr. Tara Hudson, to assist in assessment/research. Brandenberger (and colleagues) secured funding from the Teagle Foundation to examine the impacts of engaged initiatives at Notre Dame. He also co-founded an ongoing national research initiative to examine Catholic Social Teaching (and the role of engagement) in Catholic higher education; see: <https://sites.nd.edu/cstresearch/publications/>

C.2.

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

A local Community Based Learning Coordinator (a partner at local agency funded by the University to facilitate engaged learning) collaborated with a staff member and faculty member at Notre Dame to share the CBLC model and examine its impacts, co-authoring: "Living' the Community-Based Learning Coordinator Model: Investing in Infrastructure for Community Impact through Service-Learning." Connie Mick, Annie Cahill Kelly and Sam Centellas. *Service-Learning to Advance Access & Success: Bridging Institutional and Community Capacity*, 2019.

Professor Mary Beckman (Center for Social Concerns, regular faculty) and colleague Dr. Joyce Long (a community colleague) brought together the scholarship of various individuals (some at Notre Dame and local) in an edited book that has been used widely: Beckman, M., & Long, J. (Eds.), (2016). *Community-based research: Teaching for community impact*. Sterling, VA: Stylus. This work champions community-based research efforts built on community reciprocity and the mutual learning that can take place, and documents effective initiatives locally and nationally.

In Chapter 3—"Community-Based Research from the Perspective of the Community Partners"—of the Beckman and Long 2016 book, community partners Jessica Quaranto and Debra Stanley reflect on their experiences with CBR and name the importance of addressing issues such as power differentials, historical factors, and stereotypes that may impede progress. In Chapter 18, Dr. Long outlines the development and impact of a local educational collaborative—No Parent Left Behind—designed to enhance parent involvement in South Bend schools.

Dr. Margaret Pfeil (Theology) and Center for Social Concerns founder Don McNeill published an edited book that documented the ongoing lives and insights of Notre Dame students involved in community engagement over many years: *Act Justly, Love Mercifully, and Walk Humbly with your God: Vatican II, Pastoral Ministry, and Lay Formation for Mission* (2016, Andrews McMeel Universal). The book has been widely distributed through a grant, and used for public discussions.

Jay Caponigro of the Office of Public Affairs worked with area partners and stakeholders to examine the local community's views of University engagement efforts, and co-authored: *Engaged, Committed, Invested: A Report on the Community's Perception of Notre Dame's Engagement Activity* (2016).

In collaboration with local partners, Dr. Danielle Wood (Center for Social Concerns and Center for Civic Innovation) has co-facilitated local community research efforts, producing a range of products from data

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analyses, GIS data layers, and program evaluations. Wood, Engineering professor Jay Brockman, and colleagues presented (in 2018) "The Community-Engaged Educational Ecosystem Model: Learning from the Bowman Creek Experience" at the Engaged Scholarship Consortium (Minneapolis, MN). See also: Wood, D. (2016). Community Indicators and Collective Impact: Facilitating Change. In *Community Development*, 47(2) pp. 194-208.

C.3.

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

Efforts to integrate community-based learning in study abroad efforts in Europe were documented by staff member Rosie McDowell and colleagues in their 2015 work: "Civic Engagement in Multicultural Europe: American Students and Europeans in Dialogue." In E.J. Nash, N.C. Brown & L. Bracci, (Eds). *Intercultural Horizons (Vol III): Intercultural Competence, Key to New Multicultural Societies in Globalized World*. Cambridge Scholars Press. Other scholarship by McDowell is listed here: <https://socialconcerns.nd.edu/content/rosie-r-mcdowell-mna>

Michael Hebbeler, a staff member at the Center for Social Concerns, has explored the relation of art and justice: see Hebbeler, M. (2017). "Art as Discernment." *ARTS: The Arts in Religious and Theological Studies* 28.2: 19-28. He also writes about the role of advocacy in community engaged work with students: Hebbeler, M. (2015, February). *From Service to Justice: Seeking Systemic Change through the Development and Implementation of Advocacy Campaigns on College Campuses*. Presented at the IMPACT Conference, Los Angeles, CA.

CSC staff member Melissa Marley Bonnichsen, drawing on her experience with Social Concerns Seminars including the Appalachia Seminar, shared: Marley Bonnichsen, M. (2016, February). *Re-Framing Course Creation: The process of designing and implementing community and immersion based courses and how to help others in your community do likewise*. Presented at the Appalachian Summit on Service Learning Pedagogy & Practice, Carson Newman University in Jefferson City, TN.

Ben Wilson of the CSC and a colleague wrote, in 2018: *Unlearning Is the New Learning: A Neuroscientific and Theological Case for How and Why to See the World Differently*, Church Life Journal.

An overall view of other publications and presentations facilitated by staff at the Center for Social Concerns is here: <https://socialconcerns.nd.edu/publications>. The Center for Social Concerns also publishes an Occasional Paper Series that shares staff/colleague reflections on the integration of social issues and engagement. The goal is to inspire thinking about the common good by sharing the intellectual work of the Center with the wider university community. See: <https://socialconcerns.nd.edu/occasional-paper-series>

Jay Caponigro, Director of Community Engagement for the Office of Public Affairs and Communication, collaborated with College of Engineering faculty to document engagement/innovation efforts through the College: Meyers, K., Goodrich, V., Brockman J., & Caponigro, J., (2012): "I2D2: Imagination, Innovation, Discovery, and Design." *American Society for Engineering Education*. In October, 2013, Mr. Caponigro and Dr. Mary Beckman from the Center for Social Concerns delivered "Public Affairs and the Academy Meet: The Local Schools and STEM," at the Coalition of Urban & Metropolitan Universities, University of Louisville, KY.

In 2017, Caponigro collaborated with ND Irish language faculty, a South Bend primary school, and Mary Immaculate College (Ireland) to present "Internationalizing a Local Community through Service, Engagement,

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Languages and the Arts: A Panel Critiquing a Community Engagement Partnership between International Catholic Institutions of Higher Education and Public Elementary Schools in the United States” at The International Association for Research on Service-Learning and Community Engagement (IARSLCE) Conference in Galway, Ireland.

D. Community Engagement and other Institutional Initiatives

6.1.

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

The University continues to strengthen its stance on diversity. In 2016, University President Fr. John Jenkins shared that “the call is not simply to tolerate diversity, but to embrace sisters and brothers and to strive to build, however imperfectly, a community of love.” See: <https://president.nd.edu/writings-addresses/2016-addresses/presidents-annual-address-to-the-faculty/>

Two new positions—both critical to ND's deepening commitment to diversity—were established since the first classification: A Director for Academic Diversity and Inclusion (Office of the Provost) and a Director for Staff Diversity and Inclusion (Human Resources). Since our last application, Notre Dame has developed a variety of large-scale initiatives aimed at faculty, staff, and students to encourage, embrace and promote diversity on the campus and beyond. See these links for examples:

<https://hr.nd.edu/about/hr-staff-directory/diversity/>

<https://provost.nd.edu/about/administrative-staff/director-for-academic-diversity-and-inclusion/>

<https://diversity.nd.edu/initiatives/>

<https://firstyear.nd.edu/academics/our-academic-initiatives/balfour-hesburgh-scholars-program/>

Three conferences from the academic year of 2017-2018 are worthy of note: one examined the intersection of diversity/inclusion with meeting Broader Impacts required for research. At the second, Dr. John Saltmarsh examined links between diversity and community engagement for faculty work, and held a separate session with Center for Social Concerns staff. The third event, entitled Becoming Beloved Community, featured this workshop: Community Engagement to Foster Welcoming and Belonging, which was co-led by community partners.

The University has also committed to diversity and inclusion through the creation of an Office for Military and Veterans Affairs and the hiring of its first director. See: <https://omva.nd.edu/about/director/>

Notre Dame is committed to developing business relationships with diversity suppliers. In fiscal year 2017, \$43 million was sourced from businesses owned by minorities, women and veterans and other small businesses. See: <https://ndworks.nd.edu/news/university-is-mindful-of-procurement-choices/>

Notre Dame also works with the national Young African Leaders Initiative, hosting since 2014, 125 fellows from 35 countries over the previous five years. Twenty-seven unique Notre Dame faculty (as instructors and mentors) from a variety of disciplines have participated in the program. This work helps empower the young leaders through learning in Business and Social Enterprise to transform societies and contribute to economic development and prosperity, security, human rights, and good governance in their local communities. In turn,

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these programs have benefited the University and our city. Each of the Young Leaders from Latin America and the Caribbean interns with a local business in South Bend relevant to their field of expertise. Since 2014, Notre Dame's young leaders have collectively donated over 1,600 hours of their time through volunteering with organizations like the Boys and Girls Club, the Food Bank of Northern Indiana, Habitat for Humanity, the Robinson Community Learning Center, and Unity Gardens. These programs have opened up new opportunities for the University and our city to bridge diversity in new communities. Local business leaders from South Bend have set up reverse exchanges to travel to the businesses run by our young leaders in their countries. Many of our graduates from across these 49 countries continue to work with their University of Notre Dame mentors to develop business plans, collaborate on external grant proposals, and more. For more information, see: <https://ndigd.nd.edu/projects/mandela-washington-fellowship/history/> and <https://ndigd.nd.edu/projects/ylai/>

6.2.

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

Notre Dame takes retention seriously, with approximately 98% of students returning from first to sophomore years, and 95% graduating. Several programs have been instituted since our previous application to foster success and engagement for First Year students. These programs promote cross-campus interactions and involvement in curricular and co-curricular activities.

During Welcome Weekend (since 2015), first year students are invited to participate in the Day of Community to introduce students to a wide array of local organizations emphasizing service, education, and arts and culture. In the fall of 2018, 55% of our first-year students indicated attending the Day of Community. Among participants, 93% indicated that the Day of Community was helpful or very helpful in "establishing connections with other students and gaining a sense of belonging at Notre Dame," and 97% said the community events helped them feel comfortable with respect to further engagement locally.

The most salient development since 2010 for first year students is the Moreau First Year Experience, a new two-course core requirement at Notre Dame (also described elsewhere). The Moreau courses use a common syllabus (across the 50 plus sections offered) organized around multiple themes, including orientation to University life, health and wellbeing, community standards, cultural competence, academic success, spiritual life, discernment, and community engagement (including sessions at the Center for Social Concerns). "Through their Moreau courses, students come to understand the complexity and expectations of the Notre Dame community, take advantage of crucial academic and University resources, learn how to cultivate and maintain a healthy and well-balanced lifestyle, become aware of and engage with a variety of communities, heighten their understanding of diversity and inclusion, and think deeply about their academic, creative, professional, and spiritual lives." See: <https://corecurriculum.nd.edu/moreau-first-year-experience/>

Students are also encouraged to begin early to engage in relevant research (<https://firstyear.nd.edu/academics/our-academic-initiatives/first-year-research-program/>) and to consider working toward a Moreau Five Pillars Badge recognizing their progress toward certain University learning objectives, including the ability to build "vision and self-direction necessary to articulate, set, and advance toward their goals." See: <https://eportfolio.nd.edu/directory/badge-directory/moreau-five-pillars-badge/>

Such efforts are designed to provide meaningful engagement of students on and beyond campus to encourage retention and well-being.

We believe that residential life at Notre Dame in addition to efforts of Campus Ministry (<https://campusministry.nd.edu>), both of which also facilitate community engagement, play roles in the high

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rates of retention among Notre Dame students. Similarly, that 79% of Notre Dame students report participation in some form of service or social action during their undergraduate years suggests a potential link between engagement and retention (though we have not yet formally examined this association in part because retention rates are so high from year one to four).

6.3

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

This is an important aspect of our work to encourage engaged scholarship and research, and has been enhanced in recent years. The Director of Research Compliance now offers periodically a session at the Center for Social Concerns regarding IRB submissions for community-engaged research. This allows for a robust exchange of ideas and appropriate application of regulations, etc. A session on IRB and community-based research has also been included as a workshop at the Center for Social Concerns' annual Community Engagement Faculty Institute. The session includes case examples that bring up ethical issues regarding power, confidentiality, etc. The Center also has developed a guidance document: Community Based Learning, Human Research Ethics, and Institutional Review Boards: Guidance for University of Notre Dame Faculty in Developing and Teaching Community Based Courses. The Center also offers, new since 2010, consultation by its Director of Community Based Research and Impact.

Graduate students participate in the above, and some relevant unique efforts (e.g., a February 2019 session for graduate students on the intersection of professional ethics and community engagement).

6.4

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

The University provides a variety of efforts to support the connection of research, broader impacts requirements, and engagement. Notre Dame has become a partner in the Indiana Clinical and Translational Sciences Institute (CTSI). This is a state-wide partnership between the Indiana University School of Medicine, Indiana University, Purdue University and Notre Dame. The mission of the Indiana CTSI is to serve as the statewide catalyst for translational research and improve human health across Indiana, the nation and beyond. The Indiana CTSI fosters a collaborative research environment, provides resources and services to conduct the highest-quality clinical and translational research, offers education and training programs to build a robust translational workforce, engages our community as a partner at all levels, and functions as an exemplary member of the national CTSA network. The principle of continuous innovation cycle of 4Ds: Design, Demonstrate, Duplicate, and Disseminate guides the Indiana CTSI. With each new award (1.0, 2.0, and now 3.0) of the Indiana CTSI, Notre Dame has played a more robust and engaged role. At the time of the first award (concurrent with the University's initial Carnegie application), Notre Dame was not a partner, but an "add-on." Since, our role continues to grow and our engagements deepened through this broad research project/program.

In 2015, during its hosting of The Research University Civic Engagement Network annual meeting, Notre Dame integrated a focus on Broader Impacts within the program, inviting a speaker from the National Science Foundation.

The Center for Social Concerns, specifically the Director of Community-Based Research and Impact (a new

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position since 2010), serves as a consultant to faculty who are working through plans for the Broader Impacts aspects of research proposals.

For NSF proposals, Notre Dame Research has assembled a team of advisors for CAREER grant applicants, including support for broader impacts.

The Director of Community Engagement in the Office of Public Affairs helps faculty find mutually beneficial educational partnerships in the K-12 educational community.

And the Associate Director for Learning Outcomes Assessment at the Kaneb Center for Teaching and Learning works with faculty to address assessment needs related to educational outreach components of grant funded broader impacts activities.

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

Yes

6.5.1

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

Notre Dame has well-developed efforts to foster student political awareness and voter registration. ND Votes is a nonpartisan campaign of the Center for Social Concerns, the Rooney Center for the Study of American Democracy, the Constitutional Studies Minor and active student leaders to promote voter education, registration, and mobilization. ND Votes fosters conscientious engagement in political and civic life among students. Active as yearly as 2008 (as a successor to Rock the Vote on campus), the organization was revitalized in 2015. During the 2016 election cycle, ND Votes offered a year-long discussion series addressing pressing political issues. For the 2018 midterm elections, ND Votes received a grant from Indiana Campus Compact to 'localize' political learning through community engagement. Students worked with the League of Women Voters and Civic Duty South Bend to engage local residents, foster dialogue, offer voter education (via film showings, presentations), and promote turnout. The ND Votes task force does not rest between elections: it meets monthly and collaborates campus-wide (with residence halls, student groups, and the like) to engage students in ongoing discussion of political and civic issues. See: <https://socialconcerns.nd.edu/nd-votes>

ND Votes and others on campus have fostered student voter registration through TurboVote. The University engaged more than 500 students with TurboVote during the 2017 calendar year, placing it within the top 10 among 104 college and university partners. As a result, Democracy Works, which hosts TurboVote, wrote this in praise of ND Votes: "TurboVote is only as effective as those committed to growing its audience: Those who believe in democratic participation and the power of one's voice at the polls. The University of Notre Dame's voter engagement efforts in 2017 are an incredible reflection of these ideals." This University press release provides more details regarding the ND Votes and related efforts to engage students politically: <https://socialconcerns.nd.edu/news/energized-current-political-moment-nd-votes-reemerges%E2%80%94stronger-ever>

The University also endeavors to measure student civic/political participation. For each presidential election since 2004, researchers at the Center for Social Concerns have surveyed the student population (both undergraduate and graduate) to examine how frequently students vote and how voting patterns may change

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across contexts and time. A research question of particular interest is how community engagement may related to political involvement: do students see the civic and political issues that engagement may surface, do those who engage vote at a different rate, etc. A public Research Report entitled "How Notre Dame Voted: Political Attitudes and Engagement of Notre Dame Students in the 2016 Election" documents trends and since 2004; see the following URL: https://socialconcerns.nd.edu/sites/default/files/pictures/1809_CSC_Research%20Report%2013%202018%20Final%20Sept%2018.pdf

The University also partners with the National Study of Student Learning, Voting, and Engagement (at Tufts University) to learn about Notre Dame student voting through public records (this past year we have worked with colleagues at Tufts and Notre Dame to increase the efficacy of data for our students).

6.6

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

This is a strength of Notre Dame in many ways. The University of Notre Dame has been a recognized national leader in promoting justice, civil rights, and civil dialogue for decades. These values can be traced to and are presently aligned with Catholic teaching that recognizes the individual dignity of each person and the responsibility to foster solidarity and a 'preferential option' for the vulnerable and poor.

As a University that points to questions of justice and oppression in its mission statement, Notre Dame fosters a wide array of opportunities for examining social and ethical challenges in multiple contexts (local, national, and global). The Center for Social Concerns hosts multiple events annually through its Justice Education efforts. The annual Bernie Clark, C.S.C. lecture (since 2009) highlights themes within the Catholic social tradition and awareness of justice concerns. The lectures are video taped and shared widely, such as one by Sr. Helen Prejean: Building Justice in the World: Confronting Evil, at: <https://socialconcerns.nd.edu/sr-helen-prejean-csj#>

The Higgins Labor Program (HLP) is an interdisciplinary unit sponsoring research, education, and community engagement on issues involving work, labor organization, and social justice. Informed by the Catholic Social Tradition's commitment to the dignity of work and the rights of workers, the Higgins Program examines "the labor question" confronting all human societies: Who does the work, what are the rules, and who gets the fruits? Efforts included the Labor Cafe, and annual McBride Lecture, a Right to Work Report, and more. See: <https://socialconcerns.nd.edu/higgins-labor-program>

The Mendoza College of Business sponsors weeks dedicated to examining ethical issues in detail. The focus for February 2019 was "Economic Inequality: On Campuses, in Communities and at Companies" and featured both Notre Dame and outside experts with diverse professional experience to discuss the underlying causes of economic inequality and its impact on specific segments of society, as well as related emerging issues such as technology and CEO pay. See: <https://mendoza.nd.edu/news/notre-dame-ethics-week-2019-examines-the-effects-of-economic-inequality/>

A salient new effort since 2010 is work at the Center for Social Concerns and beyond to promote restorative justice (see above). The Center hired a Restorative Justice Advisor who works with local agencies—for example, Dismas House and the Center for Community Justice—to foster awareness of restorative justice principles, consider the implications of mass incarceration, and more. See: <https://ndsmcobserver.com/2016/04/nd-restorative-justice>

The new Keough School of Global Affairs regularly sponsors events to address global concerns in the context of

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human rights and flourishing. A sample recent event examined "The Catholic Community's Role in Eradicating Modern-day Slavery" (see: <https://keough.nd.edu/news-events/>). And the new Ansari Institute for Global Engagement with Religion offers opportunities to discuss refugees, economic disparities, gender inequalities, nationalism, artificial intelligence, genetic technologies, and climate change. See: <https://keough.nd.edu/ansari-institute-launches-with-prayer-celebration-and-conversation/>

Students, both undergraduate and graduate, are often take leadership in such efforts. Students developed, for example, BridgeND to narrow the political rift in American society through empathy, constructive engagement, and "responsible discourse." What started as a ND club has grown into national and international organizations—BridgeUSA and BridgeEurope—involving at least 13 colleges/universities. See: <https://ndsmcobserver.com/2018/09/club-bridges-political-divide/> and <https://www.csmonitor.com/EqualEd/2017/1026/The-anti-Washington-College-group-offers-a-model-for-debating-politely> and <https://bridgeusa.org>

6.7

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

Efforts to facilitate social innovation and social entrepreneurship have expanded widely since 2010. The Irish Impact initiative (through the Mendoza College of Business) has facilitated national conferences and competitions, and networked Notre Dame alumni active in social innovation to serve as consultants. Irish Impact has collaborated with the Center for Social Concerns to integrate efforts. A sample effort supported by Irish Impact with a strong social mission is Green Bridge Growers: <https://irishimpact.nd.edu/spotlight/green-bridge-growers/>

The Ford Family Program in Human Development Studies and Solidarity has funded faculty work in Uganda to support social enterprises and assess their impact. See: <https://kellogg.nd.edu/nurturing-social-enterprises-0>

The Fellow Irish Social Hub (FISH) has developed as a social incubator that works with students, faculty, staff, alums and the South Bend community to help commercialize their social/environmental ideas and research. See: <http://www.ndfish.org/about.php>

The ESTEEM Program at Notre Dame fosters innovation and social entrepreneurship among a cohort of Masters students. See: <https://esteem.nd.edu>

Tamara Kay of the Keough School for Global Affairs has recently argued in the Stanford Social Innovation Review that social entrepreneurship needs to be done in collaboration with, rather than instead of, change efforts directed toward democracy engagement and policy change. See: https://keough.nd.edu/wp-content/uploads/2015/12/SSIR-Spring_2018_social_enterprise_is_not_social_change.pdf

The most impactful development at Notre Dame since 2010 in this area has been the development of the IDEA Center, the University's commitment to fostering innovation and entrepreneurship. In moving the needle forward on innovation, the IDEA Center has made important gains in a short time: a) established a \$22 million fund for seeding projects; b) facilitated 27 business start-ups last year, and 13 business start-ups since July 2018; c) helped evaluate 214 technologies; d) facilitated 17 technologies in negotiation, and e) provided 50 student internships. See: <https://ideacenter.nd.edu>

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E. Outreach and Partnerships

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

1. Outreach

1.1

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

A partnership between ND's Center for the Study of Languages & Cultures (CSLC) and Perley Fine Arts Academy in South Bend allows students to connect with Fulbright Foreign Language Teaching Assistants (FLTAs) from around the world. Of the eleven FLTA's assigned to ND, six volunteer one week each month in Perley classrooms to teach their native language and culture. The FLTAs become fully immersed in life at Perley, participating in American rituals for holidays like teaching Christmas carols in their own languages. The FLTAs collaborate with the Snite Museum to provide opportunities for students to have world experiences without traveling the world. Each FLTA serves as a cultural ambassador for their respective country, opening Perley students' minds to the world. Because of this partnership, Notre Dame and the FLTA's were acknowledged at the 2018 FLTA Mid-Year Conference by Jennifer Zimdahl Galt, Principal Deputy Assistant Secretary, Bureau of Educational and Cultural Affairs, U.S. Department of State, during remarks about Fulbright's mission of promoting mutual understanding among Americans and people of other nations.

In the fall of 2016, Reuters News reported that nearly 1/3 of young children in local Census tract 6 were lead poisoned. In response, the ND Eck Institute for Global Health offered a course in the Spring 2017 to inform students about lead exposure and to identify the causes of the shockingly high lead levels. Outcomes from this class included a presentation for Memorial Hospital's Residency Program and a "Get the Lead Out" community event. The class grew into a local coalition of partners identified as Lead Affinity Group. The team includes the Near Northwest Neighborhood, Inc., South Bend, Memorial Hospital and others. It has compiled data, engaged in education efforts, and obtained a \$25,000 grant from the Green and Healthy Homes Initiative. An internal campus group including faculty/staff in 15 departments formed the ND Lead Innovation Team, or ND LIT, which obtained a community-based research seed grant from the CSC to test homes with lead-poisoned children. In Fall, 2017, a Chemistry professor in ND LIT reignited an earlier course, "Chemistry in Service of the Community." The class, along with ND student government, created the 'Mulch Madness' event that was part of Back the Bend Day.

The Law School's Applied Mediation Clinic, students serve as mediators in civil cases to help people arrive at mutually agreeable terms and avoid the cost and combat of the trial process. The Mediation Clinic has also helped build capacity for mediation in the South Bend region by leading courses that qualify attorneys and judges to be listed on the Indiana registry of mediators. In addition to family law cases, the students at the Clinic

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work on cases involving discrimination, landlord-tenant disputes, and business dissolutions. They take cases in northern Indiana and southwest Michigan. During the spring semester, 51 cases were referred to the clinic for mediation, representing about 110 people in disputes that went to court. In 2017-18, students facilitated agreements between the parties in 84% of the cases.

1.2

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

The Snite Museum of Art hosts outreach tours and hands-on activities available with free admission for K-12 students. The Museum also offers summer apprentice opportunities and an annual arts career day for local high school students who are interested in exploring career pathways in the arts. The Museum has longstanding partnerships with the three local public school districts and also regularly works with regional parochial schools and other schools in the region. These relationships bring over 8,000 students to the Museum each year. The Museum also hosts regular programs for families and the public throughout the year.

The DeBartolo Performing Arts Center (DPAC) provides community programs and training through its Visiting Artist Series: artists engage after each performance with children from three schools, two community centers, and the Boys and Girls Club. The Center also frequently offers shows and events that are free of charge to the public, providing a valuable and accessible cultural amenity to the community. Finally, DPAC and South Bend Schools were designated as "Partners in Education" with the Kennedy Center for the Arts in Washington, DC. Through this affiliation, DPAC hosts three Kennedy Center artists annually to provide professional development to approximately 50 K-12 educators on either teaching about the arts or teaching other subject areas through the arts.

Athletics are an important part of campus life and the identity of the University. Due to the University's ethos of service and engagement, the Athletic Department provides resources for the immediate neighborhood and for children from around the country through a wide range of on-campus sports camps and programming. In 2017, more than 8,000 children participated in the summer camp program in 50 individual sessions of 18 sports including football, basketball, golf, fencing, soccer, hockey, and other sports. Around 620 camp counselors are involved in the program each year. Under the care of ND's camp coaches, athletes learn lifelong skills such as teamwork and have the opportunity to experience a collegiate atmosphere. Maintaining the ND Athletic Department's excellence pillar and providing more opportunities for K-12 students from local underserved schools to get access to sports education resources, the Camp Scholarship Initiative was established in 2015. These scholarships are awarded annually to local elementary school students who demonstrate a positive attitude, success in the classroom and outstanding character. See: <https://www.youtube.com/watch?v=Q1XeDNa5Xxl>

Evolving from outreach toward partnership, the William Sheehan Lab for Economic Opportunities (LEO) at Notre Dame has continued to partner with Catholic Charities USA (CCUSA) and Catholic Relief Services (CRS) to address vulnerable populations around the world through partnerships born out of "a shared moral purpose" and a common belief that helping the poor and disenfranchised is central to the mission of both partners and the University. With Catholic Charities USA, LEO directs world-class research to identify innovative, effective and scalable programs to alleviate poverty. LEO faculty researchers partner with other experts across the country to design and evaluate the impact of domestic and international anti-poverty programs.

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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.

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

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

Partner #1

Project/Collaboration Title	Business on the Frontlines
Organization Name	Foundation for the Ideas of Peace, in Columbia
Point of Contact	
Email	
Phone	
Institutional Partner	Mendoza College of Business
Purpose of this collaboration	Business on the Frontlines examines the impact of business in societies affected by extreme poverty and conflict. As a course in the Notre Dame MBA program, BOTFL provides opportunities for students and alumni to engage and partner with non-profit organizations and multi-national companies to harness the dynamism of businesses to build these communities before they tip into conflict. Business on the Front Lines (BOTFL) examines the impact of business on rebuilding post conflict societies through service to local partners. At the end of this course, students should be able to: <ul style="list-style-type: none"> • Define a problem in highly uncertain environments from a set of ambiguous information • Work effectively and professionally in different cultural environments • Drive impact on business and peace related problems working with local partners • Develop increased sensitivity toward the impact of business in society See: https://botfl.nd.edu/
Length of Partnership	10 years overall (in Brazil, Uganda, Palestine, Guatemala), and two plus years in Columbia
Number of faculty involved	Varies, with two key faculty leaders

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Number of staff involved	6 to 8 at Notre Dame
Number of students involved	250 MBA students across all partnership locations
Grant funding, if relevant	From Ford Family Program at ND, from external sponsors such as General Electric and Accenture
Impact on the institution	The course central to the project was named one of "The 10 Most Innovative Business School Classes" by Forbes Magazine, fostering support on campus and in the College of Business as the program is increasingly considered central to the MBA program. The lead faculty member of the course and Principal Investigator, Prof. Viva Bartkus, advocates that through the course each MBA student should learn servant leadership. Toward that end, a publication by the College on BOTFL efforts describes the learning of a sample student; he described the course as "the best he's ever taken" and noted that "It was the most real. A favorite Yogi Berra quote that pops into my head almost every single time we have a class is, 'In theory, there's no difference between theory and reality, but in reality, there is.' The class is a perfect example of that. The world is our classroom. So we actually see reality as opposed to sitting in a room here talking about theory." See: http://bizmagazine.nd.edu/issues/2012/spring-2012/where-to-begin/
Impact on the community	The projects inherent to the course have addressed and impacted maternal and child health outcomes, services to vulnerable children, agricultural improvements, crop expansion, growth of coffee production, well maintenance, sanitation and electricity investments, and more. For a more detailed description, see https://botfl.nd.edu/projects/
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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Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #2

Project/Collaboration Title	CRS and ND Partnership
Organization Name	Catholic Relief Services
Point of Contact	
Email	
Phone	
Institutional Partner	Various, including: Keough School for Global Affairs, the Center for Social Concerns, the Alliance for Catholic Education, the Center for Civil and Human Rights, and the ND Initiative for Global Development
Purpose of this collaboration	<p>After various forms of collaboration prior, in 2008 Notre Dame signed a formal MOU with Catholic Relief Services to “lift up the principles of human dignity and solidarity on this campus, across this nation, and around the world.” This partnership has grown/intensifies in the years since in various ways and contexts. For example: The Notre Dame Global Adaptation Initiative, ND-GAIN, works with Catholic Relief Services to build projects that leverage CRS decades’ long investment and impact in communities with ND-GAIN’s focus on scientifically-based methodologies that evaluate critical adaptation needs and opportunities. See: https://gain.nd.edu/projects/collaboration-with-catholic-relief-services/ The experiential iLab at the Keough School collaborates with CRS: masters student helps foster financial inclusion and sustainable housing projects. The Kroc Institute fosters CRS Fellowships. IN 2017, for instance, a fellow worked in the Philippines to examine how to maximize gains from peace governance work by empowering local governance groups and civil society organizations to conduct responsible and just natural resource management. See: https://kroc.nd.edu/research/grants-and-fellowships/kroc-catholic-relief-services-fellowships/ The Alliance for Catholic Education (an experiential graduate program at Notre Dame) works with Catholic Relief Services in Haiti to coordinate Catholic Education Renewal Project. The project aims to improve the quality of and access to Catholic schools across the country.</p>
Length of Partnership	Decades
Number of faculty involved	25+
Number of staff involved	10+
Number of students involved	65+

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Grant funding, if relevant	Various and in some cases significant funding supports the partnership work. See sites provided.
Impact on the institution	The partnership enables faculty and students at Notre Dame (especially graduate students) to ground learning and research in relevant contexts with local expertise through CRS. The MOU noted above represents a mutual, reciprocal understanding across partners. One artifact of this ongoing collaboration: in 2011 Carolyn Woo, the Dean of Notre Dame's Mendoza College of Business, left her position to become the CEO/President of CRS International. Not surprisingly, the partnership has continued and expanded. See: https://news.nd.edu/news/carolyn-woo-named-ceo-president-of-catholic-relief-services/ In 2018, ND Initiative for Global Development took its partnership with CRS to greater heights by becoming the official home of CRS' Student Ambassadors Program. At the Center Social Concerns, also in 2018, students learned advocacy skills with respect to international contexts from a CRS sponsored workshop. The Center for Civil and Human Rights and CRS co-convened a gathering of university researchers, CRS global field officers, civil society actors and government partners. The goal of the meeting was to discuss how best to integrate academic research with on-the-ground experience in order to ameliorate the root causes of human trafficking. At the request of the CRS office in Juba, South Sudan, the Center for Civil and Human Rights also conducted a research project to provide expert analysis on a number of comparative legal questions relevant to that country's constitutional development process.
Impact on the community	ACE and CRS are facilitating a comprehensive assessment of the country's estimated 2,400 Catholic schools. This diagnostic portrait will inform the development of action plans for raising quality, rebuilding schools, increasing access, strengthening governance, and expanding student services. ND-GAIN has worked with CRS to build projects that leverage CRS decades' long investment and impact in communities with ND-GAIN's focus scientifically-based methodologies that evaluate critical adaptation needs and opportunities. To date, the work together has included: a) ND-GAIN analyzed food, water and health risk in CRS' 98 countries of operation, along with the countries' relative ND-GAIN scores. CRS used these analyses to assess their climate vulnerability work in Latin America and Africa; b) ND-GAIN compared vulnerability and readiness indicators for 11 countries that CRS defines as priority. ND-GAIN understands that this analysis provided a tool to inform CRS leaders' funding allocation decisions. Additionally, the analysis provided baseline data that CRS could use for future program evaluation; c) ND-GAIN analyzed 14 African desert belt countries from the Sahel to the Horn of Africa, comparing countries that share similar climatic conditions but differ in adaptive capacity; d) ND-GAIN prepared an analysis of several indicators in the food sector to inform CRS's Producer Development Initiative in El Salvador, Ecuador, Ivory Coast, Mexico, Uganda, and Madagascar; e) ND-GAIN completed a Burundi country analysis, based on the ND-GAIN Country Index, to inform an element of CRS' Development Food Assistance Program. The team also created a country analysis of Bangladesh, analyzing the relationship between deforestation of the Amazon and shortages of rain and agriculture.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	

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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

Project/Collaboration Title	Community Based Learning Coordinators
Organization Name	Center for the Homeless (one of 7 CBLC Partners)
Point of Contact	
Email	
Phone	
Institutional Partner	Center for Social Concerns
Purpose of this collaboration	The University compensates community partners at local agencies for their ongoing work to facilitate community-based learning of ND students. This model thus does not take for granted that agency partners will have the time and internal support to serve the educational purpose envisioned by both sides, but provides financial and intentional support. The CBLC's meet regularly with a University coordinator (of the Center for Social Concerns), discuss pedagogies of engagement, triage student projects, work with faculty to build courses appropriate to learning goals, and more. An annual MOU with the seven partner agencies outlines expectations and support. See: https://socialconcerns.nd.edu/content/community-based-learning-coordinators
Length of Partnership	26 years, overall. Since 2000 for the Center for the Homeless

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Number of faculty involved	35 (across the 7 partnerships)
Number of staff involved	Various, not tracked
Number of students involved	318 in 2017-2018
Grant funding, if relevant	Funding if provided via a variety of sources through the Center for Social Concerns.
Impact on the institution	This set of intentional partnerships strengthens the University's community engagement (both curricular and co-curricular), providing infrastructure through informed pedagogies, linked classes, internships, and the like. An recent article (written by a community partner, ND staff member, and ND faculty member) documents such impacts: "‘Living’ the Community-Based Learning Coordinator Model: Investing in Infrastructure for Community Impact through Service-Learning." Connie Mick, Annie Cahill Kelly and Sam Centellas. Service-Learning to Advance Access & Success: Bridging Institutional and Community Capacity, 2019.
Impact on the community	Overall University contributes funds to the CBLC partner agencies to partially offset salaries of agency employees who support engagement of students/faculty, thus contributing to the sustainability of the organizations. The Center for the Homeless (one of seven CBLC partners) was begun in the 1990s through a community University collaboration, and now has served more than 55,000 men, women, children, Veterans by linking them with the programs, agencies, and people to break the cycle of homelessness In answer to our 2017-2018 partner survey question "To what extent has the overall issue your organization addresses been affected by student involvement in your organization?" The Center for the Homeless responded: "Significantly ... Our guests say a student helped them with their math skills, and then they are able to pass a college math course to gain whatever degree they are moving toward, and that helps us fulfill our mission. The guests also tell us repeatedly that students who serve here encourage them, provide support and concern, and ultimately assist them to overcome the challenges in their lives."
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	

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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 #4

Project/Collaboration Title	Lead Affinity Group and Lead Innovation Team
Organization Name	Near Northwest Neighborhood Center
Point of Contact	
Email	
Phone	
Institutional Partner	College of Science and Center for Social Concerns
Purpose of this collaboration	The University collaborates with the Near Northwest Neighborhood (NNN) Community Center in various ways. Here we highlight the work of lead awareness prevention. Two broad-based initiatives, the Lead Innovation Team (ND LIT) and the Lead Affinity Group (LAG) have worked with the NNN to build broad coalitions.
Length of Partnership	6+ years
Number of faculty involved	12-15
Number of staff involved	6-8
Number of students involved	60+
Grant funding, if relevant	Lead Affinity Group received \$25,000 grant from Green and Health Homes Initiative; ND LIT received a grant for \$7000 from Center for Social Concerns for soil testing. See below for more.
Impact on the institution	The collaborations toward lead prevention has prompted faculty/staff responses in 15 departments. A course in the College of Science has been redeveloped: "Chemistry in Service to the Community" . The lead-related initiatives have become models for faculty integration of research and community impact. Student Government at ND has begun to be an active supporter of the mulching campaign for lead prevention.

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Impact on the community	The Lead Affinity Group has organized over a dozen local partners to address lead concerns, including the Office of the Mayor, the South Bend Housing Authority, Head Start, the Community Forum for Economic Justice, and the County Health Department. They have organized town hall meetings, compiled local data, and held educational events. The group developed, with chemists and students a Notre Dame, lead testing kits that are being refined for used a scale, and begun an annual event: Mulch Madness to test soil near homes and cover it as needed with mulch. The partners in this work received at \$30,000 federal grant from the EPA to hire workers at the NNN to assist families in the local census track where lead poisoning is high. The City of South Bend responded in kind with \$100,000 from a Community Block Grant to assist in efforts. See: https://www.southbendtribune.com/news/local/grant-will-put-boots-on-ground-to-combat-south-bend/article_d1b96745-a586-5fcb-9185-5b1f21ca120d.html
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 #5

Project/Collaboration Title	Bowman Creek Educational Ecosystem
Organization Name	Southeast Organized Residents (SOAR), as well as 466 Works and City of South Bend
Point of Contact	
Email	
Phone	
Institutional Partner	Center for Civic Innovation (College of Engineering) and the Center for Social Concerns
Purpose of this collaboration	The Bowman Creek Educational Ecosystem is a set of interrelated projects that brings people from different backgrounds and different sectors – educational institutions, local government, and community organizations – together to tackle our community’s most challenging problems. We’ve started in the Southeast neighborhood of South Bend, where the revitalization of Bowman Creek catalyzed our work and shaped our commitment to social, economic, and environmental sustainability from the very beginning. Now, we use this same framework in a variety of projects, working with neighborhood residents to build our shared community. Currently, the centerpiece of our program is a summer internship, now in its third year. We focus on regional talent development, with our 2018 intern team was comprised of students from 13 local universities, state college campuses, community colleges, and high schools. Interns were studying 13 different disciplines, and we believe that our success stems from the variety of perspectives that our team members bring. An internship like no other, BCE2 provides an environment where students can take risks, exercise creativity, and apply what they learn in the classroom to create real impact in the community. See: https://www.bce2.org/
Length of Partnership	6 years
Number of faculty involved	Approximately 10 to 14
Number of staff involved	Approximately 7 to 10
Number of students involved	31 interns in summer of 2018, and 96 since 2015; plus students involved in courses and other ways
Grant funding, if relevant	NSF, IUSE, and a number of private foundation grants have been received
Impact on the institution	The BCE2 project has spawned other University-neighborhood collaborative activities, greater University engagement on the ground with the state regional cities initiative, and institutional investments. The most salient impact perhaps: in 2018-2019 the University launched the Center for Civic Innovation in the College of Engineering to continue and build upon the work of the Bowman Creek initiatives. See: https://civicinnovation.nd.edu/

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Impact on the community	<p>The BCE2 has increased social capital in the SE neighborhood, fostered neighborhood voice for localized projects, and built capacity of local organizations for physical improvements. This is measured by a number of metrics, including increased attendance each year at neighborhood events, development of and increased participation in the neighborhood association, and the development of new housing in the neighborhood, with contributions from a large slate of interns. Working with a range of community partners, students have been involved in a breadth of projects, ranging from natural resources management (NRM) efforts to technology applications. Technology projects included students producing 3D physical model (laser cutter and GIS), digital design models (MatLab), digital design and drone technology introduction, and bench-scale prototyping with Arduino technology. Students presented products of this work in a community forum that garnered attendance from the mayor and media attention. Building upon the success of 2015, 21 area students participated in the summer of 2016 internship and St. Joseph High School, a private Catholic school in South Bend, joined the partnership. Funding was secured through a National Science Foundation 'Informing Undergraduate STEM Education' (IUSE) grant to support the internship in the summer of 2018. The city mayor has supported the initiative, noting "South Bend has a wealth of talented students. We think South Bend is a place where talent meets purpose. Bowman Creek is a sandbox for emerging talent to work with seasoned mentors solving real-world community challenges, with results and discoveries that could help hundreds of similar American industrial cities. I applaud their efforts to help build a thriving city for all." – Pete Buttigieg, Mayor of South Bend</p>
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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Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #6

Project/Collaboration Title	Listening to Puerto Rico
Organization Name	Universidad del Sagrado Corazón in Puerto Rico, University of Michigan, and others
Point of Contact	
Email	
Phone	
Institutional Partner	Office of the President, Office of the Provost, Romance Languages, and others
Purpose of this collaboration	<p>Listening to Puerto Rico (LPR) is an engaged scholarship project that emerged as a collaboration between the University of Notre Dame and the University of Michigan. The main goal was twofold: to create awareness about the humanitarian crisis in Puerto Rico as a result of Hurricanes María and Irma, and to promote action from the learners/public to help in the reconstruction of the island. With these objectives, two faculty leads at Notre Dame () traveled to Puerto Rico to conduct interviews in June 2018. Our mission – guided by a concern for social justice – was to capture the stories and testimonies of people from different walks of life, including academics, writers, community leaders, farmers, journalists, and fishermen, among others. Given that official narratives about the hurricane did not necessarily reflect the experiences of the Puerto Rican people, we saw our project as a vehicle to amplify the voices of Puerto Ricans whose stories were not being heard. Our goal has been to provide a platform and to help promote the inspiring work already being done by Puerto Ricans since Hurricanes Irma and María hit the island. Although addressing the impact of the disasters was important, we wanted to focus more on how the Puerto Rican people have lifted themselves and begun reconstructing in the midst of an ongoing severe lack of government aid. This was, at its heart, a story about the resiliency of the Puerto Rican people. We started by listening, and that has helped Notre Dame to respond to the crisis in Puerto Rico, and has also guided how this engaged scholarship project has developed over time.</p>
Length of Partnership	Since Spring of 2018
Number of faculty involved	12, directly at ND
Number of staff involved	7
Number of students involved	Several hundred participated in course (Fall 2018)
Grant funding, if relevant	Funding was generated via 7 entities at the University of Notre Dame (e.g, the Office of the Provost, the Institute for Latino Studies) and external sources

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Impact on the institution	<p>An online course (LPR) was launched via provider Coursera on August 27, 2018 as part of a teach-out and collaboration with the University of Michigan. All of the materials are available to a global public in our website listeningtopuertorico.org. The website is divided into three sections: listen (which contains a Puerto Rico 101 introductory video as well as all of the filmed interviews), learn (additional resources), and act (call to action). The LPR Course had 1,091 unique visitors between Aug 27-Sept 24: 546 visitors were considered to be “active learners,” which means that they completed most of the course and were actively engaged in group discussions, etc. Nearly 200 learners completed the entire course -- this required watching over 20 hours of interviews, reading dozens of articles (all compiled by Moreno), completing quizzes, watching all segments of “Puerto Rico 101” (a 24-minute video produced by Anderson and Moreno that summarizes 500+ years of Puerto Rican history). According to the experts at UM, the percentage of active learners was unusually high for this type of course. Over 2 dozen ND faculty, staff and students were actively involved in the production of the project. About the same number from the University of Michigan were involved. Several hundred ND faculty, staff, students and South Bend community members attended events related to the LPR project. Throughout the academic year, we have continued the conversation through a series of on-campus and off-campus events that have involved significant faculty and student involvement at Notre Dame and beyond. In December 2018 we filmed six additional interviews, which will be uploaded to the LPR website, and we will continue to add to the diversity of voices captured in this important archive during future visits to the island. A great deal of campus and local press covered the efforts noted above, including a Notre Dame Press Release (https://news.nd.edu/news/rivalry-aside-notre-dame-and-michigan-come-together-to-tell-the-stories-of-puerto-ricos-hurricane-recovery-efforts/) and television interviews (see: https://wsbt.com/news/local/notre-dame-and-michigan-universities-team-up-to-give-voice-to-puerto-rican-people). An LPR promotional video, which featured the presidents of Notre Dame and University of Michigan was shown on the jumbotron to an audience to a sell-out crowd of over 80,000 during the Notre Dame vs. Michigan football game on September 1, 2018. Moreno and Anderson have presented or been accepted to present this innovative model of engaged scholarship at academic conferences in the US and Puerto Rico.</p>
Impact on the community	<p>See above, in particular the over 1000 individuals who have learned from the online course. In addition, the Notre Dame faculty helped to foster donations to the work in Puerto Rico (e.g, \$25,000 to Centro Esperanza). A collaboration with Jordan Energy, a Notre Dame alumnus, and the Let's Share the Sun Foundation has begun to bring solar power to Puerto Rico. 12 faculty traveled to Puerto Rico in during spring break 2019, contributing and continuing the collaboration. A feature story on the project was highlighted the front page of Puerto Rico's leading newspaper: https://www.elnuevodia.com/noticias/locales/nota/listeningtopuertoricojunteparaescucharlavozboricua-2468155/</p>
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	

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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	Moreau College Initiative at Westville Prison
Organization Name	Holy Cross College
Point of Contact	
Email	
Phone	
Institutional Partner	Office of Public Affairs,
Purpose of this collaboration	The University of Notre Dame (ND), Holy Cross College at Notre Dame (HCC), and the Bard Prison Initiative (BPI) offer credit-bearing college courses at the Westville Correctional Facility. The partners have established both an Associate in Arts (A.A.) and, now a Bachelor in Arts degree programs for people incarcerated in the Indiana Department of Corrections. The initiative is housed at Holy Cross College, with oversight and ND contributions coordinated through a Faculty Steering Committee.
Length of Partnership	6 years
Number of faculty involved	70
Number of staff involved	2
Number of students involved	4

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Grant funding, if relevant	150,000
Impact on the institution	<p>Many faculty encounter teaching for MCI as re-awakening of their joy of teaching, and mid-career faculty are often invited to Westville Prison to remember why they love teaching, thus bringing that renewed energy back to ND classrooms. Here's an excerpt of one ND faculty member: "My work within the prison walls of Westville is a reminder of the magical opportunity of teaching. Beautiful learning comes in lots of shapes, forms and spaces. It comes in the chiseled face of the tattooed young man eager to explain his upbringing to his classmates. It comes in the slouched weariness of an understandably cynical student who gradually comes to life over the course of the semester as he realizes his ideas matter to the conversation. It comes in the gentle, uncertain voice that asks, "Do you know what I mean?" after everything he adds to the conversation. It comes in testimonies of educational plans gone awry and graduation speeches that give us a glimpse of a student's former life. It comes in the bravery of the student who speaks up for the first time in the last few weeks of class. And it comes in the impassioned plea of one student to the others to take their education seriously. In the end, the students I had the honor of encountering at Westville taught me that even with the gray cast to the buildings, the clanging of the locks and the suffocating antiseptic smell, human dignity can endure in even in the bleakest circumstances, and that we have a collective obligation to support all children, families and communities in meaningful and caring ways." See: https://magazine.nd.edu/news/to-begin-the-story/</p>
Impact on the community	<p>MCI is now a thriving collaboration of Holy Cross College and the University of Notre Dame providing high quality postsecondary liberal arts education to men incarcerated at Westville and Miami Correctional Facilities in Indiana. MCI was recently selected as a Second Chance Pell (SCP) pilot site for the Department of Education's experimental prison education initiative. This May, MCI will confer its 50th Associates degree and 10th BA degree to incarcerated students through Holy Cross College. Continuing the legacy of pioneering work in this field, MCI has partnered with the Institute for Higher Education Policy (IHEP) in a research initiative designed to highlight key performance indicators of quality higher education in prison programming. This work aims to produce a data collection tool and metrics framework that will help postsecondary programs in prisons measure student outcomes and the benefits of programming.</p>
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	

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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 #8

Project/Collaboration Title	ND LEEF
Organization Name	St. Patrick's County Park
Point of Contact	
Email	
Phone	
Institutional Partner	College of Science and Office of Research
Purpose of this collaboration	The Notre Dame Linked Experimental Ecosystem Facility, or ND-LEEF, provides scientists with a place to do these large-scale experiments without the challenges of field research, where controlling and replicating experiments can be problematic. ND-LEEF is a globally unique research facility that houses two man-made experimental watersheds, each consisting of an interconnected pond, stream, and wetland. Scientists use ND-LEEF to conduct experiments in a field-like setting but in a more controlled environment than one can find in nature. Both experimental watersheds are roughly the length and width of a football field and located five miles north of campus on six acres of land within St. Patrick's County Park.
Length of Partnership	6 years
Number of faculty involved	3
Number of staff involved	2
Number of students involved	20
Grant funding, if relevant	5,000 annually

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Impact on the institution	<p>A laboratory provides scientists with a predictable and controlled setting for conducting experiments. However, research in the environmental sciences also needs to be tested at a more realistic scale, in a whole lake or stream for instance. The Notre Dame Linked Experimental Ecosystem Facility, or ND-LEEF, provides scientists with a place to do these large-scale experiments without the challenges of field research, where controlling and replicating experiments can be problematic. ND-LEEF is a globally unique research facility that houses two man-made experimental watersheds, each consisting of an interconnected pond, stream, and wetland. Scientists use ND-LEEF to conduct experiments in a field-like setting but in a more controlled environment than one can find in nature. Both experimental watersheds are roughly the length and width of a football field and located five miles north of campus on six acres of land within St. Patrick’s County Park. While other universities and government agencies have experimental research facilities containing multiple small ponds or artificial streams, ND-LEEF is unique because the pond, stream and wetland in each watershed are connected—an experimental research design that is intended to mimic nature. The connected configuration of these watersheds is especially important when investigating issues related to environmental change, which often cascade through several ecosystem types. The streams, ponds and wetlands at ND-LEEF can also be disconnected from one another for a given experiment, providing scientists with maximum flexibility in designing research projects.</p>
Impact on the community	<p>ND-LEEF was born out of a close partnership with the Park that provides an unrivaled opportunity for scientific and environmental outreach to regional school groups and other park visitors from South Bend, St. Joseph County, and surrounding communities. Built in 2014, the Morrison Family Education and Outreach Pavilion serves as the hub for outreach programming at ND-LEEF and as a source of information about current Notre Dame research for park visitors. County parks leadership also appreciate the ND investment in 'bald-eagle cam's installed when a pair of eagles nested within the ecosystem." The success of the bald eagle nest and the eagle cam are wonderful examples of the great partnership we have with ND-LEEF, furthering our shared goals to be good stewards of the land and to share our appreciation of science and nature with others," said Evie Kirkwood, director of St. Joseph County Parks. "We appreciate ND-LEEF establishing the eagle cam, so we can share the St. Patrick’s County Park bald eagles with others."</p>
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	

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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	Jumpstart at the Snite Museum
Organization Name	South Bend Community Schools - Title I buildings
Point of Contact	
Email	
Phone	
Institutional Partner	Snite Museum of Art
Purpose of this collaboration	The Jumpstart program serves all teachers and students in 2nd-4th grade at South Bend Community School Corporation Title I Primary Centers (12 schools total). As a multi-year program, Jumpstart fosters long-term relationships with area students. After visiting the Snite three years in a row, many students feel that the Snite is "their museum." The program consists of a two-hour visit to the Museum for students in grades 3 and 4 during which they receive an orientation to the focus of the visit (geometry and art for 3rd grade and Native American art and culture for 4th grade), a gallery tour, and participate in a hands-on activity in the Ashbaugh Education Center. Students in the 2nd grade are visited in their school classroom by a Museum educator or docent for a "previsit" during which they are introduced to the topic they will be exploring at the Museum (2nd graders focus on people in art) and to museum etiquette. They then visit the Museum later in the week for a one-hour visit during which they spend time in the galleries and create a work of art in the Ashbaugh Education Center.
Length of Partnership	8 years
Number of faculty involved	
Number of staff involved	2
Number of students involved	

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Grant funding, if relevant	Internal
Impact on the institution	The Snite Museum of Art at Notre Dame is committed to sharing its resources with the community and providing educational opportunities to learn about the diversity of fine arts in its collection, history in general, and history about this area in particular. In addition, given its wide-ranging collection, the museum wants this partnership to make its art more accessible to the community, increasing patrons of both children and families alike.
Impact on the community	As a multi-year program, Jumpstart fosters long-term relationships with 2000 area students. After visiting the Snite three years in a row, many students feel that the Snite is "their museum."
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 #10

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Project/Collaboration Title	FLTA Language, Arts and Culture partnership
Organization Name	Nuner Primary School, US State Dept
Point of Contact	
Email	
Phone	
Institutional Partner	Center for the Study of Languages and Cultures
Purpose of this collaboration	<p>An innovative partnership between Notre Dame's Center for the Study of Languages & Cultures (CSLC) and Nuner Fine Arts Academy in South Bend allows students to connect with Fulbright Foreign Language Teaching Assistants (FLTAs) from around the world. The Fulbright FLTA Program enables young international educators to refine their skills by serving primarily as teaching assistants in foreign language classes or, in some cases, as primary instructors at the university level. Of the eleven FLTA's assigned to Notre Dame, eight are also volunteering their time for one week each month in Nuner classrooms to teach their native language and culture to kindergartners through fourth-graders. They also take part in a community-based learning course called "Globalizing Nuner," developed in collaboration with the Center for Social Concerns. Taking advantage of that opportunity to engage with the community and integrate with aspects of American culture is a major part of what the Fulbright Commission expects of their grantees. The FLTAs become fully immersed in their life at Nuner, participating in American rituals for holidays like trick-or-treating for Halloween and teaching Christmas carols in their own languages. The FLTAs collaborate with the Snite Museum and the DeBartolo Performing Arts Center to provide multiple opportunities for the elementary students to have world experiences without traveling the world. Through their teaching, each FLTA serves as a cultural ambassador for their respective country, opening Nuner students' minds to the world. Because of this partnership, Notre Dame and the FLTA's were acknowledged at the 2018 FLTA MidYear Conference by Jennifer Zimdahl Galt, Principal Deputy Assistant Secretary, Bureau of Educational and Cultural Affairs, U.S. Department of State during her welcome remarks about Fulbright's mission of promoting mutual understanding between the people of the U.S. and the people of other nations.</p>
Length of Partnership	Six years
Number of faculty involved	4
Number of staff involved	4
Number of students involved	10
Grant funding, if relevant	2500 annually

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Impact on the institution	The FLTA's created a video (https://www.youtube.com/watch?time_continue=19&v=8rDj7BDvj4k) describing the impact on them. LTA end-of-year surveys indicate a deeper appreciation for the experience of Americans living poverty, as well as the diversity of South Bend residents. As mentioned above, this partnership was acknowledged at the 2018 FLTA Mid-Year Conference by Jennifer Zimdahl Galt, Principal Deputy Assistant Secretary, Bureau of Educational and Cultural Affairs, U.S. Department of State, during remarks about Fulbright's mission of promoting mutual understanding among Americans and people of other nations. This recognition encouraged more ND departments to share their FLTA's and the program has since expanded to another community school.
Impact on the community	While early attempts to try and tie the FLTA engagement with student test scores were incomplete, anecdotal feedback from the school partners has been powerful. According to the principal, her staff and the TAs have worked to blend the experience with the curriculum and focused on the same material. "Last year we were tentative about how it would work. I could not believe how well it aligned." The Perley pupils embraced the Fulbright students. "They became part of the Perley family," There were tears and hugs last spring when the first team left. She said her students are not often exposed to a global view from their neighborhood. This program expands their world. And she has seen success stories already with pupils willing to try, grasping concepts and believing in themselves. By starting to learn a new language together, "it gives them [the students] a level playing field." Pre-existing advantages to those with rich literacy environments at home became less of a differentiator. "They are all learning at the same time."
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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Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #11

Project/Collaboration Title	Experience the Ice
Organization Name	Darden Primary Center (one of about 20 participating schools/year)
Point of Contact	
Email	
Phone	
Institutional Partner	Compton Family Ice Arena
Purpose of this collaboration	The Experience the Ice Program just completed its 5th year of inviting Michiana schools to Compton Family Ice Arena. The program was created to reinforce the importance of physical fitness through sports played/performed on the ice; healthy nutrition; and free skating with Compton Arena staff.
Length of Partnership	5 years
Number of faculty involved	
Number of staff involved	2
Number of students involved	2
Grant funding, if relevant	6000 annually for transportation
Impact on the institution	Exposure to programs at the new ice arena, including public skate, hockey and figure skating classes, and events, such as ND hockey games, or children's birthday parties
Impact on the community	Darden Primary School is one of 22 schools that participated in the program last school year, representing more than 1,500 children from South Bend, School City of Mishawaka and Penn-Harris-Madison School Corp. and Catholic school students.
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 #12

Project/Collaboration Title	Teachers As Scholars (TAS)
Organization Name	Penn Harris Madison School Corporation
Point of Contact	
Email	
Phone	
Institutional Partner	Office of Public Affairs
Purpose of this collaboration	The University of Notre Dame's Office of Public Affairs sponsors "Teachers as Scholars," a dynamic professional development collaborative with local school partners. Eight times per year, diverse K - 12 educators come to campus to study, discuss and reflect upon scholarly issues with Notre Dame faculty. Since 2000, Teachers as Scholars has annually engaged approximately 190 public and private educators in discussions of race, religion, literature, and other significant topics from a rigorous academic perspective.

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Length of Partnership	18 years
Number of faculty involved	8 per year
Number of staff involved	2
Number of students involved	
Grant funding, if relevant	20,000
Impact on the institution	Faculty engagement with the community K-12 community increases awareness and learning in response to K-12 teacher questions and ideas. Teachers have an opportunity to come in contact with campus resources, and this often leads to new community partnership ideas.
Impact on the community	190 teachers per year receive 15 PGP's/CEU's and unique professional development at Notre Dame. 100% of survey respondents indicate that these seminar renew their energy to be lifelong learners, and to teach their students to value to do the same.
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	

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Community Partner Contact	
Email	
Phone	

Partner #13

Project/Collaboration Title	Robinson Community Learning Center
Organization Name	Northeast Neighborhood Council
Point of Contact	
Email	
Phone	
Institutional Partner	Robinson Community Learning Center
Purpose of this collaboration	<p>The Robinson Community Learning Center (RCLC) was started in 2001 as an off-campus educational initiative of the President's Office at the University of Notre Dame in partnership with Northeast Neighborhood residents of South Bend. The RCLC staff continue to be part of Office of Public Affairs at The University of Notre Dame. Programs are overseen by a program advisory board comprised of residents, partners, ND faculty/staff, and students. An estimated 600 participants come through the doors of the Center each week for regular programming. The Center also partners with the community schools in the Michiana area, with program outreach that connects with nearly 8,000 additional youth per year. This level of outreach is only possible due to strong and intentional relationships with community partners and the shared resources of the University and community. The Center has approximately 7,500 square feet of meeting space and is organized around two broad themes: Learning Center Hundreds of college volunteers participate in the RCLC tutoring program each year, matched one-to-one with area children. In addition, the RCLC maintains a commitment to provide a high-quality technology center. Classes are offered in basic computing, financial literacy, entrepreneurship, advanced skills, and more. English as a New Language (ENL) classes are offered by the South Bend Community School Corporation's Adult Education Department. There is a preschool for the children of ENL students. RCLC is also the home base of the Talk With Your Baby program, which encourages parents to communicate and use language with their young children. Talk With Your Baby is a multiorganizational program within the South Bend community. Gathering Space The RCLC welcomes residents and partners to safely gather and interact according to any number of interests and/or for planning neighborhood activities. A library, conference rooms, gathering space, and a community calendar are available for residents and those groups hoping to share the word about their efforts.</p>
Length of Partnership	18 years
Number of faculty involved	15 per year
Number of staff involved	10
Number of students involved	450

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Grant funding, if relevant	500,000
Impact on the institution	<p>The Robinson Center has helped to re-build trust between the Northeast Neighborhood and the University. Through intensive relationship-building, innovative programming, and sharing space and resources, the partnership has created many new venues for ND student and faculty collaboration and community engagement. This is documented in annual reports at www.rclc.nd.edu, and has been written about in various journals by Peter Miller and others. In fact, RCLC staff and ND faculty have been invited to speak at local, state, national and even international conferences to share their successes working with children through Take Ten, Shakespeare, and Youth Development efforts. Two staff were recently awarded with statewide nonprofit leadership development scholarships, and one was awarded Indiana Youth Worker of the year.</p>
Impact on the community	<p>The Youth Development Program is one of the RCLC's most long-standing and foundational programs. This program currently serves 65 local youth, grades 1-12, in its daily afterschool program which runs throughout the academic year, an additional 20-25 youth in twice weekly evening tutoring and clubs, and approximately 45-50 in the five week summer program. There are three major components to the Youth Development Program: tutoring, enrichment activities, and leadership training and development. Tutoring efforts preceded the Youth Development Program at the center, with after school tutoring starting 17 years ago. During those early years, tutoring focused on homework help, but over the years, tutoring has become more rigorous and literacy-based. It incorporates lesson plans tied to state standards and standardized assessments demonstrating positive academic growth, and well as book clubs to engage children with high quality literature. One-to-one tutoring is provided Monday through Thursday to all participants, primarily by college student volunteers. Tutors and children are matched for the year to build relationships that enhance learning and development outcomes for each group. Older students who are unable to attend afternoons due to sports or other school activities can enroll in the evenings, during which volunteers provide subject-based tutoring. In this way, not all participants in tutoring are in Youth Development programs. In fact, 'tutoring-only' activity reached 172 children last year, from 29 area schools. When not in tutoring, children and youth in the afterschool program participate in enrichment activities. The range of enrichment activities provided has greatly expanded over the course of the RCLC's 17 year history. For instance, the Robinson Shakespeare Company (RSC) now provides internationally-recognized theatre instruction to 618 diverse children annually, enabling them to explore their creativity through the great works of Shakespeare. The Take Ten© program provides training at the center and in 17 local schools, engaging 2,200 students annually with strategies that cultivate nonviolence in response to conflict. 200 youth participated in Advanced Skills and Entrepreneurship in 2018, working on employment skills and developing business plans with campus partners. Other enrichment opportunities include lego-robotics, visual arts, writing club, geography, bio-genetics club, climate change club, Brain Health, and rocket club. Youth also participate in field trips and enjoy activities led by Notre Dame student clubs and dozens of volunteers in addition to daily tutors. Moreover, enrichment programming has given our largely inner-city youth participants opportunities to excel, with rewards of travel well beyond their families' capacity. In 2016, the RSC older troupe performed at the Shakespeare Birthplace Trust in England and took classes at London's Globe Theatre. Students have been among top contenders at the annual state competition for Shakespeare Monologue recitations, bringing home state titles at least twice in eight years, and qualifying them for national competition in New York. LegoRobotics teams have traveled to national and international competitions after qualifying at the regional and state levels. Youth Entrepreneurs took second place at the state 'Innovate WithIN' competition at Ball State University last year.</p>
Project/Collaboration Title	

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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 #14

Project/Collaboration Title	Back the Bend
Organization Name	City of South Bend Public Works
Point of Contact	
Email	
Phone	
Institutional Partner	Notre Dame Student Governement

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Purpose of this collaboration	Back the Bend 2018 is a continuation of the annual service event, formerly called CommUniversity Day. This is the ninth year that the University of Notre Dame has partnered with the South Bend community and other local colleges and universities to carry out upwards of twenty service projects on a Saturday in April. In its best year over 600 volunteers participated in this day of service. We believe it is everyone's place to contribute to our community. Our slogan, "Together, It's Our Place," speaks to this belief and emphasizes the importance of collective action to build and maintain a flourishing community. This necessitates more than one day of service, but in coming together to accomplish meaningful projects, we strive to encourage relationships and partnerships that last far beyond this single day.
Length of Partnership	7 years
Number of faculty involved	2
Number of staff involved	10
Number of students involved	475
Grant funding, if relevant	
Impact on the institution	Back the Bend is an initiative of the Student Government to get students out into the community and connecting with the community and giving back. It's grown over the years to incorporate more community partners. It's also including other schools now - Saint Mary's, IU South Bend, and Holy Cross College. Student Government hopes community relations flourish with this and other events. "From the very beginning, I was curious about the relationship, the intellectual side of engagement with South Bend," says Hodges, who has participated in community-engaged research and volunteer activities every semester and works at the Center for Social Concerns. More and more people, including whole departments, seek her advice about community-based thesis projects like her own study of art and urban planning in South Bend and similar cities; she's no longer the only student on the bus back to campus from downtown; and two friends who graduated last year have stayed around. Back the Bend is part of an ecosystem for such collaboration and can be a portal into longer-term projects and relationships. "I think Back the Bend is a good opportunity to recruit underclassmen who will become familiar with other projects," Hodge says. "Many Notre Dame freshmen and sophomores might be first introduced to community partners to work with while still on campus."
Impact on the community	Called "Mulch Madness," Saturday's event was part of Notre Dame's Back the Bend volunteer day. Soil contaminated by lead as paint chips fall from the outside of houses, especially along drip edges, is very high in Census tract 6 in South Bend. If kids are playing outside, the contaminated soil can pass the lead on. It's especially dangerous in the summer when the ground is sometimes dry and dust inhaled. ND students working with the City Public Works office added a layer of mulch around identified homes to provide a barrier to prevent contact with soil that has possibly been contaminated in a 15-block area of the Near Northwest Side. The partner neighborhood organization was able to contact about 80 percent of the residents to see if they wanted mulch, which was provided by the city. By the end of Back the Bend day, roughly 70 percent of those homes had mulch.
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 #15

Project/Collaboration Title	Mediation Clinic
Organization Name	St. Joseph County Courts
Point of Contact	
Email	
Phone	
Institutional Partner	Notre Dame Legal Aid Clinic (Economic Justice)
Purpose of this collaboration	At Notre Dame Law School's Applied Mediation Clinic, students serve as mediators in civil cases to help people arrive at mutually agreeable terms and avoid the cost and combat of the trial process.
Length of Partnership	3 years

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Number of faculty involved	2
Number of staff involved	1
Number of students involved	4-6 per semester
Grant funding, if relevant	
Impact on the institution	In addition to family law cases, the students at the Mediation Clinic have the opportunity for practical skills development on cases involving discrimination, landlord-tenant disputes, and business dissolutions. They take cases in northern Indiana and southwest Michigan. Students develop skills that are useful in bringing clients to the middle to meet their needs, according to their faculty, which leads to attorneys who have a 'mediator mindset' valuing the counseling of clients to open lines of communication and reach a resolution.
Impact on the community	During the Spring 2018 semester, 51 cases were referred to the clinic for mediation, representing about 110 people in disputes that went to court. Of the cases mediated this academic year, students facilitated agreements between the parties in 84% of the cases mediated. This has halved the number of divorce cases in the courts, so they have been able to accept paternity cases from probation court, decreasing a years-long backlog. the Mediation Clinic, has also helped build capacity for mediation in the South Bend region by leading courses that qualify attorneys and judges to be listed on the Indiana registry of mediators.
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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Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

2.2

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

In comparing this grid from the original application, the sustainability of many partnerships is certainly apparent. Despite changes in leadership for both campus and community partners—a factor that often has a negative impact on partnership longevity—the institutional connections have endured because of clear expectations, sustainable resources, and regular communication, resulting in durable partnerships and consistent outcomes. When observing the entire list, new partnerships are illustrative of the increased focus Notre Dame has placed on regional, national, and even international community engagement. As our academic presence has grown outside of South Bend into/through international gateways to the world, so has engagement with local communities, maintaining a core element of the culture of Notre Dame campus life.

Also, many of these partnerships were easier to describe in this grid format because Notre Dame has increased its commitment to storytelling. For example, through the Office of Public Affairs and Communication, a writer has been assigned to tell engagement stories, writing them with input from all involved, and sharing them so that partners can publish through their own media. Story telling has helped build this grid, but it also acts as an incentive for campus partners to share their efforts to be recognized with their community partners through campus, local or national press. This typically is also mutually beneficial as more channels on campus/in community need fresh content to attract attention. Communicators that are assigned to colleges, institutes and centers also pay a more critical role now, writing their own engagement stories inside their units, flagging stories for University publications, promoting the use of EngageND internally, and connecting faculty in their departments to engagement liaisons for new partnerships. This allows community engagement personnel to identify mutually beneficial opportunities for faculty, maximizing relational capital, coordinating a breadth of engagement in the community, and promoting consistency regarding evaluation, reciprocal partnerships, and resource distribution. This leads to another insight from our review of the grid of partners: the need for consistent language of engagement. Through supportive administrators, regular press stories, and a stronger infrastructure led by the Engagement Council, the language of mutual benefit, reciprocity and impacts/metrics is becoming the norm. The Center for Social Concerns hosts a faculty Engagement Institute annually that is a mini-conference on academic engagement, and has enjoyed higher attendance numbers each year, and includes area faculty from other higher education partners. Newer faculty working on federal applications use it in their broader impact proposals, and now plan evaluations to measure outcomes.

Finally, it is interesting to note that many participants in the OutreachND consortium have active projects listed in the grid. Their commitment to outreach and engagement appears to be supported as they broaden their

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understandings of engagement at Notre Dame, forming both a support mechanism for those on the ground working with partners in emerging projects, as well as learning from senior colleagues with institutionalized partnerships.

2.3

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

Since the last classification, it is accurate to say that Notre Dame has engaged more deeply and intentionally in regional economic development than ever before. Three observations are emblematic of this staunch and growing institutional commitment. First, Notre Dame's Executive Vice President has played a key (and long-standing) leadership role on the Regional Development Authority, the group that was instrumental in bringing the \$42 million Regional Cities grant to three area counties. Second, Notre Dame has institutionalized a formal commitment to a partnership with regional stakeholders via a position focused on such goals: Associate Vice President for Economic Development. The Office of Economic Development at Notre Dame is an intensely collaborative office that builds and executes strategic partnerships to link the expertise, resources and network of the University with entrepreneurial and civic opportunities to support innovation, job growth and economic well-being in the region in support of the University's mission. Third, a leadership position in the academy—Assistant Provost for Strategic Initiatives—was created in 2017 to focus on broad, multi-disciplinary initiatives that involve local and regional stakeholders alongside faculty expertise. Over the past year, for example, faculty from across the University (but particularly Science and Engineering) partnered with industry leaders, local governments, and institutions of higher education on a proposal to the Lilly Endowment. The proposal signifies a commitment from regional institutions and organizations to advance experiential learning opportunities, applied research and development activities, and entrepreneurial resources in order to drive industry growth.

At each level of initiating, planning, executing and evaluating in the three examples above, key offices at the University were engaged to relate to community partners whose interests aligned with Notre Dame's to ensure authentic mutual benefit in the process. For instance, the economic development field, the Office of Public Affairs, barely created at the last classification, was central to communicating with partners, confirming expectations among parties, building trust through reciprocity and follow-through, and generally assuring that communication lines were open and productive. In other instances, the Community Engagement Coordinating Council set norms for signature community partnerships, connecting faculty and staff partners to key assessment and financial resources to ensure successful engagement.

Community Based Learning Coordinators and the more recent Faculty Engagement Institutes at the Center for Social Concerns are now key resources to support and promote faculty engagement, and dovetail with the efforts of the director of community engagement by performing key "boundary-spanning" roles for partnership development and assessment. Together with engagement staff from around campus who comprise the OutreachND working group, these multiple entities provided knowledge and support toward successful outcomes in community partnerships; created needed infrastructure to promote the use of EngageND database to track community engagement projects; and facilitated a wide-reaching and successful survey process measuring community perceptions of engagement in 2016.

2.4

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

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assessment data shared?

Partnerships are assessed in several different ways. An annual survey is sent to the list of 95+ community partners to seek info on student participation (e.g., hours) and to ask targeted assessment questions, including: a) To what extent has student involvement in your organization empowered your staff or the people served by or involved in your organization?, and b) To what extent has the overall issue your organization addresses been affected by student involvement in your organization? Open-ended questions are asked as well. Average response rate is approximately 50%. Each year, the survey has been refined to maintain reliability and validity. The Center for Social Concerns concatenates all responses (we now have a database covering 10 years). A sample finding: over 60% of community partner respondents respond "significantly" to question b) above. Such, however, does not tell us enough, and we know that at times agency capacities are often invested to educate students (vs. benefiting from their work). Thus we seek other ways to learn from partners (as in monthly meetings with identified CBLC agencies). Collaborations between community partners and faculty members (for course purposes) also are assessed on a semesterly basis, both prior to the start of the semester and upon conclusion of community-engaged courses. The Director of Community Partnerships meets with the partners and the faculty member to ensure that the partners' needs are met while simultaneously addressing the learning goals for students.

Since our last Carnegie application we have learned the importance of engaging community partners thoroughly in the assessment process (thus the practices noted above) and getting their feedback directly on the strength and success of the partnership. It is critical to the success of the partnership to spend time on the ground with the partners in their physical settings to deepen the understanding of the strengths and challenges unique to each partner organization. It is not a "one size fits all" approach. While knowledge of best practices provides vision, every organization is unique, as is each community-engaged course (with particular learning goals and objectives).

We have also learned that there are more partners willing to engage through various means and collaborations, and have begun plans to extend the models we have used in the past (e.g., Community Based Learning Coordinators) to network more formally with a wider circle of agencies/entities. Thus we are planning enhanced integration of undergraduate research opportunities with engagement efforts, and exploring a new social impact lab.

2.5

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

A recent accomplishment of the Community Engagement Coordinating Council (CECC) was the completion of the second University Community Engagement Strategic Plan. Goals include (1) build and sustain active partnerships that are focused on effectively addressing areas of mutually beneficial interest, (2) enhance and expand academic community engagement of faculty, staff, and students, (3) use creative strategies to more effectively communicate engagement opportunities and impacts with internal and external audiences, and (4) deepen and expand University infrastructure to support and coordinate academic community engagement.

Progress on Goal 3 has been notable this past year. Through renewed focus on communications within departments, as well as through the Office of Public Affairs and Communications (OPAC), Notre Dame has become much more effective at telling the stories of community engagement with our partners, finding various media to share the outcomes. In fact, a writer has been designated from Public Relations to specifically develop

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engagement content published through websites, newsletters, campus papers, and beyond.

As a result of this collective energy, Notre Dame was recognized with the 2017 Indiana Campus Compact Engaged Campus Award, acknowledging "its commitment, intrinsic to its founding mission, not only to serve the broader community, but to educate generations of students for lives of civic and social engagement. One of Indiana Campus Compact's founding members, Notre Dame has been an active participant not only in its own community, but in the community of the Compact." See: <https://engagement.nd.edu/news/notre-dame-wins-2017-indiana-campus-compact-engaged-campus-award/>

While Notre Dame is grateful for the external recognition, the day-to-day work of trouble-shooting barriers to successful engagement is on-going. At a spring OutreachND gathering, for instance, the issue of on-campus parking was raised by Notre Dame engagement staff who are hearing increasing negative feedback from community guests about parking options. Also expressed was a concern that new policies are resulting in departments dedicating scarce resources to pay for guest parking. These seemingly mundane changes in parking policies by campus security and events staff are affecting the perception of the campus' accessibility to the community, and new ticketing and fees are causing some to hearken back to less hospitable days. A team was assigned to meet with campus security leaders to recommend changes for the fall.

Going forward, there is more to be done to embed engagement norms deeper into the academy, as well, even though the culture is strong and supported by the University's mission. Some emerging models hold much promise toward this end. In an effort to identify innovative, research-based solutions to problems identified by the community, the College of Engineering recently launched its Center for Civic Innovation. And the CSC has reorganized, with community input, a full-time position to enhance impacts through the integration of community partnerships, community-based research initiatives, and innovation through the development of a social impact lab.

Reflection and Additional Information

(Optional)

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

We approached the Carnegie application as an opportunity to inventory our engagement efforts thoroughly and to examine our practices and opportunities for improvement. A core team of faculty and other leaders was recruited by an invitation issued jointly by the Office of the President and the Office of the Provost, signaling the importance of the process and goal. We gathered extensive input, meeting with Deans, institute leaders, community partners, and many others. Some of the more salient learnings include:

— Awareness that the ethos for community engagement and impact is quite strong at Notre Dame, crossing all domains from courses and research to the efforts of our food service and security teams. While terms, duration, and scale vary, we have observed countless grounded and thoughtful efforts to be a "force for good." While such may be part of our DNA (as one committee member noted), we want to avoid assuming a posture of satisfaction by working toward integration, intentional support, and continuous improvement.

— Our engagement has expanded over the last decade, both regionally and globally. While Notre Dame began local community service efforts decades ago, in the last ten years the University has invested in infrastructure (see next question) to foster a local welcome and regional impacts. At the same time, as a University that

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emphasizes international learning and collaboration, we've developed a sustained array of global engagements that are intentional and reciprocal to work toward impact (see <https://admissions.nd.edu/discover/global-impact/>). In his 2016 address to the Faculty, University President Fr. John Jenkins said: "In my judgement, the increasing internationalization of Notre Dame is among the most significant accomplishments of the past decade." Increased efforts globally require investments for travel, on-site partnerships at a distance, and the like. Global engagement also requires perhaps even greater attention to the ethical underpinnings of best practice, for respect of partners in differing cultural, religious, and political contexts is paramount. It seems that we are on good footing here; we were impressed by the quality of such efforts, and by Notre Dame's on-site supports (e.g., via the Global Gateways) that sustain reciprocal learning/research relationships over time.

– We were also pleased to see developing efforts to enhance civic and political awareness on campus through engaged programming, collaboration between relevant entities, and research.

– The Carnegie team also noted expanded assessment efforts to examine the impact of community engagement efforts, with an eye toward both improvement and contributions to research and scholarship in the field of engaged learning. As noted above, various collaborators have re-developed surveys of partners, examined engagement trends across Colleges, conducted thorough economic impact reports, and more. In the coming year we plan to intentionally employ the inventory our Carnegie application represents to foster ongoing discussions toward improvement.

– The application process has also provided strong evidence of how engagement has become more deeply integrated into the curricula and research/scholarship of the Colleges and Schools, as we highlight further in the next question.

(Optional)

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

Here we elaborate on two aspects. First, since 2010 Notre Dame has invested in salient campus revisions to create a welcome for community involvement and partnership. The University built a park on the edge of campus, reshaped roads, fostered new retail and mixed use housing developments near campus, and more. The result is a reconfigured footprint that signals/supports interaction and collaboration. A similar investment was the creation of Innovation Park (a 55,000 square feet facility soon expanded to 95,000 square feet on the edge of campus) at which local leaders partner with University faculty, staff, and students to incubate both for-profit and social enterprises. Concurrently, the IDEA Center was established (reporting to the Office of the Provost) to foster idea development, business formation, and both undergraduate and graduate entrepreneurial education (see: <https://ideacenter.nd.edu>). The IDEA Center emphasizes the practice of community involvement and empathetic listening in the design process to foster solutions for society. One creative example is a session (April, 2019) during the annual IDEA Week held at a local church that meets at the old Studebaker factory (that now serves as a site for incubation/ignition) to discuss the intersection of spirituality and technology.

Consistent with the above, the University has also invested in local signature projects to build intentional partnerships that benefit the local community while engaging faculty and students in a sustained manner (e.g., beyond what is possible via a single course or short-term project).

Secondly, highlight how engagement and related efforts to promote the common good have become more deeply integrated within the curricula and in research/scholarship. A review of formal strategic plans shows that engagement, by various terms, is germane to the goals and strategies of our Colleges, Schools, and leading institutes. Within the College of Engineering, for example, the first goal listed is: "Focus research efforts on areas

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of highest societal need and academic impact.” To operationalize this objective, the College, through its new Center for Civic Innovation, meets with faculty members to identify intentionally where community needs might resonate/align with the disciplinary skills and objectives of researchers. Goal #3 for the College includes: “a) develop and sustain an effective internal infrastructure to support and coordinate academic community engagement, and b) create more effective and sustainable linkages ... with ongoing research activities in the College and with community engagement in the region.” Similarly, the strategic plan in the College of Business stresses that “As a force for good, business has the potential to positively impact the human community on a grand scale, lifting people from poverty, providing education, promoting human rights.” And a key goal in the College of Science is to “Create an outlet where the college’s discoveries, inventions, and innovations benefit society.” We believe such integration and intentionality within college/school plans reflects a maturity and specificity of purpose that will carry us forward to new contributions. To view the overall set of University strategic plans, see: <https://strategicplan.nd.edu/unit-plans/>. For more about the integrative efforts of Notre Dame Research, see: <https://research.nd.edu> .

(Optional)

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

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Request for Permission to use Application for Research:

In order to better understand the institutionalization of community engagement in higher education, we would like to make the responses in the applications available for research purposes for both the Carnegie Foundation and its Administrative Partner for the Community Engagement Classification, the Swearer Center for Public Service at Brown University, and for other higher education researchers as well.

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

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

Please respond to A or B below:

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

Yes

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

No