

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

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

## Application Deadline

April 15th, 11:59pm EST

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## 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.

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## 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.

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## 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.

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## Applicant's Contact Information

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

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**Title**

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## Institution

University of Utah

## Mailing Address 1

## Mailing Address 2

## City

Salt Lake City

## State

UT

## 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

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### 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 Utah is a public tier-one research university and the oldest and largest institution of higher education in Utah. Established in 1850, the campus occupies 1,535 acres in the foothills of Salt Lake City and is home to 17 colleges/schools and 100 departments. The campus includes an extensive health care system of four hospitals and 12 neighborhood health centers. The undergraduate program includes a comprehensive mix of arts, sciences, business, engineering, health sciences and social work with over 100 undergraduate majors. There are 95 graduate degree programs including professional programs in medicine, nursing, pharmacy, rehabilitation, business, public policy and law. In 2017-18, there were 24,635 Undergraduates, 4,203 Masters, 2,302 Doctoral and 1,618 Professional Students totaling 32,758 students. Sixty-eight percent of students identify as White, 13% Hispanic/Latino, 7% Asian, 7% as two or more races, 1% Native Hawaiian or Pacific Islander and 1% Black or African American. The proportion of students from racial and ethnic minorities is expected to continue to increase to reflect changing demographics. Official retention of students was 89% from fall 2017 to fall 2018. The university employs 3,668 faculty members and has 17 faculty for each student. Most students commute to the University of Utah although on-campus residence living has increased in part due to two new themed residences – The Honors Dormitory and the Lassonde Entrepreneur Institute. In 2011, the University of Utah joined the Pac-12 conference.

The mission of the University of Utah is to serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and through community engagement. Four primary goals form the strategic plan of the University, including “Engage Communities to Improve Health & Quality of Life.” Several community engaged metrics are outlined and easily accessible on the President’s Dashboard. For example, in 2017-18, 47 departments offered 202 Community Engaged Course Sections and 3,064 students were involved in Community Engaged Learning (<https://www.obia.utah.edu/data/university-strategy-engage-community>).

The University signed the 2015 Campus Compact Presidents’ Declaration on the Civic Responsibility of Higher Education. Community engagement is a strong part of the University of Utah culture and mission and is influenced by the breadth of academic programs, the changing student body demographics, the presence of an Academic Medical Center, and the strong history of focusing on community concerns. Long-term institutional support for community engagement is exemplified by the Lowell Bennion Community Service Center, dedicated in 1987 to “help students reach out to larger opportunities and responsibilities...in the community” (<https://bennioncenter.org>) and University Neighborhood Partners (UNP), which supports place-based partnerships with Salt Lake City’s west side neighborhoods (<https://partners.utah.edu/about-unp/how-we->

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work). The University's health system, UUHealth is engaged in addressing health disparities in the region, and includes work done by the Huntsman Cancer Institute. The University of Utah has been recognized nationally for its engagement. Most recently, the Field Guide for Urban University-Community Partnerships and the Chronicle of Higher Education featured the University as an example of cutting-edge partnership work (<https://www.chronicle.com/article/What-Is-the-Future-of/245993>).

## **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 University of Utah is located in Salt Lake City, the capitol of the state of Utah. Its surrounding community is diverse and changing rapidly. Utah is the 13th-largest by area, 31st-most-populous, and 10th-least-densely populated of the 50 United States. Its three million people live mostly on the Wasatch Front that includes Salt Lake City. As the capitol of Utah, Salt Lake City offers rich experiences with government officials, at city, county, state and federal levels.

As the home of the world headquarters of the Church of Jesus Christ of Latter-day Saints (LDS Church) and with 53% of the Utah population belonging to the LDS church, the LDS faith greatly influences Utah culture and daily life. Yet the population is rapidly changing; in 2013, the U.S. Census Bureau estimated that Utah had the second fastest-growing population of any state (<https://www.utah.edu/community/index.php>).

Utah's population of 3.1 million is comprised of 78% white, 14% Hispanic, 2.6% Asian, 1% Native Hawaiian/Pacific Islander, 1.4% Black and 1.4% American Indian/Alaskan Native people. American Indian groups living in Utah include the Ute, Paiute, Goshute, Shoshone, and Navajo. Approximately 60,000 refugees live in Utah, and represent countries such as Somalia, the Democratic Republic of Congo, Syria, Iraq, Vietnam, the former Soviet Union and Burma. There are over 120 languages spoken in Utah. The Utah population is the youngest in the nation, with a mean age of 30.7 years. Nine percent of the population lives in poverty. Utah has repeatedly ranked number one in the nation for volunteerism, with 51% of the state's population volunteering their time. (<https://www.census.gov/quickfacts/ut>, <https://gardner.utah.edu/wp-content/uploads/Refugee-Fact-Sheet-Final.pdf>, <https://www.nationalservice.gov/serve/via/states/utah>)

Utah's economy is strong and centers on tourism, transportation, education, information technology and research, government services and mining. The state still has a vast amount of open space, including five National Parks. Utah's diversity of geography translates into a diversity of culture depending upon where one is in the state. The needs of communities on the Wasatch Front vary dramatically from those in rural communities.

The University of Utah has been integrally involved and engaged in community activities throughout the state, and has adapted as the community has changed. Partnerships with community groups that serve diverse individuals have increased over the past 10 years. Services to racial and ethnic minorities have grown, and the commitment to gender and sexual equity has persisted.

## **Foundational Indicators**

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Complete all questions in this section.

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## A. President/Chancellor's Leadership Statement

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**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:

-- empty or did not respond --

**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.**

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### A.2.1

Annual addresses/speeches:

President Ruth Watkins indicates her support for community engagement frequently, and in many venues. For example, as a part of her inauguration ceremonies, Dr. Watkins held a two-day symposium on the future of universities nationally and locally. A key part of the symposium highlighted the community-engaged programs at the University of Utah. Further, national and local leaders discussed the role of universities in serving the communities around them, and preparing graduates who are leaders that continue with community and civic engagement in their careers and lives.

The web links provided show President Watkin's inauguration speech, and her first annual report to the Academic Senate, both of which highlight community engagement and President Watkin's commitment to serve all communities in Utah, hence the phrase she has coined, "The University for Utah".

**A.2.1.1 Web Link (if available)**

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<https://president.utah.edu/about/presidents-bio/> <https://d26toa8f6ahusa.cloudfront.net/wp-content/uploads/2019/03/04001718/Final-edited-State-of-U.pdf>

## A.2.2

Published editorials:

University of Utah faculty write or are quoted in editorials that describe social issues and partnerships that address them. Recent topics include the health effects of high altitude and poor air quality and effects on lower income Utahans; depression and suicide; the minimum wage and income inequality; and the role of “applied hope” in working toward community change.

Recent editorials include:

Applied Hope. Gochnour, Natalie. Deseret News. Salt Lake City, Utah: Deseret News Pub., 2018. Web. (<https://www.deseretnews.com/article/865671360/Applied-hope-for-the-new-year.html>)

In our Opinion: Research, resources and compassion will stem rising suicide rates. Deseret News. Salt Lake City, Utah:

Deseret News Pub., 2018. References research by Professor of Psychiatry Douglas Gray MD. (<https://www.deseretnews.com/article/900046607/in-our-opinion-research-resources-and-compassion-will-stem-rising-suicide-rates.html>)

Amazon’s higher wages send a clear signal to other companies. Deseret News. Salt Lake City, Utah: Deseret News Pub., 2018. Web. References University of Utah’s American Dream Ideas Challenge. (<https://www.deseretnews.com/article/900035344/in-our-opinion-amazons-higher-wages-send-a-clear-signal-to-other-companies.html>)

Editorial: Can the Great Salt Lake be great again? The Salt Lake Tribune. Salt Lake City, Utah: Tribune Pub., 2018. References research by Geology Assistant Professor McKenzie Skiles PhD. (<https://www.sltrib.com/news/2018/12/29/tribune-editorial-can/>)

It shouldn’t take another study to clean Utah’s air. Deseret News. Salt Lake City, Utah: Deseret News Pub., 2018. References research by Assistant Professor of Surgery Matthew Fuller MD. (<https://www.deseretnews.com/article/900046630/in-our-opinion-it-shouldnt-take-another-study-to-clean-utahs-air.html>)

Tribune editorial: The rent is too damn high. The Salt Lake Tribune. Salt Lake City, Utah: Tribune Pub., 2018. Contributions from University of Utah’s Kem C. Gardner Policy Institute. (<https://www.sltrib.com/opinion/editorial/2018/11/26/tribune-editorial-rent-is/>)

### A.2.2.1 Web Link (if available)

see above

## A.2.3

Campus publications:

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The 2017 Civic Action Plan describes the relationship of community engagement to the institution's core identity, strategic direction, and practices. Four strategic directions are identified:

STRATEGIC DIRECTION 1: Increase the number of students who have a deeply engaged community learning experience before they graduate from the University of Utah.

STRATEGIC DIRECTION 2: Enhance the university's capacity to appropriately value and assess community engaged scholarship in promotion and tenure decisions.

STRATEGIC DIRECTION 3: Strengthen collaborations with key actors at the neighborhood, city, and county level to support community health, quality of life, and the promise of higher education.

STRATEGIC DIRECTION 4: Improve systems for documenting, assessing, and telling the story of community engagement at the University of Utah through shared data and indicators.

The University of Utah magazine Continuum regularly publishes articles on community service, including work supported by the Bennion Center and University Neighborhood Partners. Web-links to examples are included.

## A.2.3.1 Web Link (if available)

<https://partners.utah.edu/wp-content/uploads/sites/28/2017/11/Action-Plan-Phase-1.pdf>  
<https://continuum.utah.edu/features/30-years-of-student-service/> <https://continuum.utah.edu/web-exclusives/providing-a-home/> <https://president.utah.edu/publ>

## A.2.4

Other:

<https://continuum.utah.edu/features/30-years-of-student-service/>  
<https://continuum.utah.edu/web-exclusives/providing-a-home/>  
<https://president.utah.edu/publications>  
<https://partners.utah.edu/resources/publications/>

## A.2.4.1 Web Link (if available)

see above

## B. Institutional Identity and Culture:

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**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

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

Definitions of community engagement are located at:

[https://bennioncenter.org/about/community\\_engagement\\_at\\_the\\_U.php](https://bennioncenter.org/about/community_engagement_at_the_U.php)

Community Engagement -- 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.

Community Engaged Scholarship -- Investigation, analysis, and the transformation and dissemination of knowledge based on community-informed, reciprocal partnerships involving the university and community members.

Community Based Research is a "collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings.

Community Based Teaching and Learning takes place within the community and is designed to affect the community directly. The participants are community members and not necessarily traditional students. It can be reciprocal but that is not its primary purpose, community impact is the primary objective.

Community Engaged Learning courses must address best practices in community engagement: the partnership has to be reciprocal; the service has to address an area need in the community, it must be curricular based; the syllabus must address specific learning outcomes related to engagement, and it must include a reflection component.

Faculty Service is service done by faculty directly for the community (not service to the university, a discipline, a profession, or a particular religious denomination). Service must be voluntary and participants must receive no or minimal remuneration.

Student Service must be co-curricular and voluntary. Students cannot receive monetary compensation or course credit, and service efforts must be tied directly to the community (not the community of students at the university or to a particular religious denomination.)

Staff Service is service done by university staff directly for the community on behalf of the university (not service to the university, a discipline, a profession, or a particular religious denomination). Service must be voluntary and participants must receive no or minimal remuneration.

Outreach: University resources are used to benefit the community. While outreach often increases awareness and accessibility for the university, these outcomes are incidental and the primary focus remains benefiting the community. Although the university contributes to public life in the surrounding community (the arts, athletics, etc.), this particular type of outreach focuses on bringing educational and service-oriented resources into the community.

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

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## B.1.2.1

Mission or vision statement:

The University of Utah fosters student success by preparing students from diverse backgrounds for lives of impact as leaders and citizens. We generate and share new knowledge, discoveries, and innovations, and we engage local and global communities to promote education, health, and quality of life. These contributions, in addition to responsible stewardship of our intellectual, physical, and financial resources, ensure the long-term success and viability of the institution.

### B.1.2.1.1 Web Link (if available)

<https://president.utah.edu/universitystrategy/>

## B.1.2.2

Strategic plan:

The University of Utah (the "U") strategic plan includes an overview, four goals, and seven core values.

Strategic Overview: The University of Utah is a world-class research and teaching institution built on a legacy of innovation, collaboration, community engagement, and service.

Strategic Goals:

### 1. Develop and Transfer New Knowledge

- Recruit clusters of high achieving faculty in target areas of strength and societal relevance to ensure a vibrant future
- Increase diversity of faculty, including women in science and engineering
- Enhance graduate program quality and student support to enable recruitment and education of top talent
- Build program quality in key areas

### 2. Promote Student Success to Transform Lives

- Expand scholarship opportunities and strategically align scholarships with access, achievement, and completion goals
- Deploy data analytics and retention reporting systems to facilitate improvement in student support and services
- Extend UOnline to increase access to U programs and promote completion
- Increase participation in high impact programs (deeply engaged learning opportunities)

### 3. Engage Communities to Improve Health and Quality of Life

- Provide transformative and innovative health care
- Enable exceptional quality patient care
- Expand outreach and engagement to shape and improve the U
- Increase access to the U through online offerings
- Partner with communities to meet critical needs and enhance access to the U

### 4. Ensure Long-Term Viability of the University

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- Improve physical facilities and campus infrastructure to support core operations
- Promote efficiency in all aspects of university operations
- Reduce impact of the U on the environment
- Ensure effective communication with stakeholders and build support for university initiatives with legislative, corporate, and private partners.
- Achieve an appropriate balance among affordability, access, and quality across the institution
- Engage in continuous improvement practices across the university

## Core Values:

### 1. Student Success and Engagement

The U is committed to providing the financial assistance, personalized support, and engaged learning experiences that increase access to the university and facilitate persistence through degree completion.

### 2. Research and Teaching Excellence

The U engages in cutting-edge teaching and research that foster inter-and trans-disciplinary innovation, creativity, entrepreneurship, and knowledge and technology transfer.

### 3. Diversity

The U celebrates the rich diversity of people as well as creative and intellectual traditions by being inclusive in every respect.

### 4. Sustainability

The U contributes to a more sustainable world through research, teaching, and demonstrating best practices in protecting and enhancing the natural and built environment on the campus and environs, making it a great place to live, learn, work, play, create, recreate, and visit.

### 5. Global Vision and Strategy

The U thinks and acts globally by increasing opportunities for students and faculty to engage in international study, teaching, research, and service.

### 6. Community

The U maintains a strong sense of community among students, faculty, and staff, and cultivates meaningful university, neighborhood, city, region, state, and global partnerships.

### 7. Leadership

The U engages students, faculty, staff, and the larger community in conversations that lead to positive transformation at the local, state, national, and global levels.

## B.1.2.2.1 Web Link (if available)

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<https://president.utah.edu/universitystrategy/>

## **B.1.2.3**

Accreditation/reaffirmation document/QEP:

The following statement is from the most recent Northwest Commission on Colleges and Universities, Mid-cycle Report.

“The University of Utah serves as a resource to the Salt Lake City community through a wide range of lectures, concerts, museums, gardens, theater offerings, and athletic events. In turn, the U is enriched through the participation and engagement of community members from diverse backgrounds whose involvement is essential to ensure the long-term relevance and vibrancy of Utah’s flagship university.”

### **B.1.2.3.1 Web Link (if available)**

<https://accreditation.utah.edu/wp-content/uploads/2018/10/UU-NWCCU-MidCycle-2018.pdf>

## **B.1.2.4**

Other:

None

### **B.1.2.4.1 Web Link (if available)**

None

## **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:

Since the last classification, the University of Utah has continued to invest in and advance community engagement throughout the campus. In 2015, the University of Utah adopted a new institution strategic plan which incorporates four major strategic goals. One of these major goals is to "Engage Communities to Improve Health and Quality of Life." Within this larger goal are sub-goals including engaging communities in a broad range of campus offerings, from art to athletics to lifelong learning opportunities and partnering with communities to meet critical needs of their citizens. At the same time, the budget process was changed to include the requirement that any request for funding must meet one of these four goals. The President includes metrics of community engagement in the University dashboard.

In terms of resource allocation, the University of Utah has steadily increased investments in its campus-wide engagement coordinating infrastructure, as explained below under Infrastructure.

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The University of Utah has allocated significant funds to support critical medical services in Salt Lake. In 2013, Salt Lake County Health Department transitioned all clinical operations at the South Main Clinic to the University of Utah, resulting in a contribution of over \$2,000,000 per year to fund healthcare to low income populations. The South Main Clinic is a unique clinic, embedded in a County Health facility serving a low-income population's health needs. Since 2013, the clinic has added family medicine and dentistry services to its women and children's programs. The Midvale Clinic student clinic was created as an inter-professional free clinic since the last classification.

As a means to connect students across health sciences with meaningful community engagement activities, an inter-professional community engagement hub is being envisioned for University of Utah Health. A College of Nursing faculty member who is on the leadership board of the Bennion Center directs the planning.

## B.3.1

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

Over the past 10 years, the University of Utah has undergone tremendous change in executive leadership. From 2012 to 2018, Dr. David W. Pershing was the 15th President of the University of Utah. From 2011 to 2017, Dr. Vivian Lee served as Senior Vice-President for Health Sciences. In 2013, Dr. Ruth V. Watkins joined the University as the Senior Vice President for Academic Affairs; and in 2018, she became the 16th president of the University of Utah. With the 2018 change in Presidential leadership, the University hired two new Senior Vice Presidents – Dr. Daniel A. Reed and Dr. Michael Good.

The new leadership is enthusiastic about community engagement. One example of the Senior Vice Presidents' (SVPs) commitment to community engagement is their enthusiasm and sponsorship of the first annual Pitch-In event. Twenty finalists (University and community partner teams), chosen from over 60 applications, gave 3-minute "lightning pitches" on their partnerships to a panel of judges, including the SVPs. A total of \$10,000 was awarded to seven partnerships to further their community-engaged work. A description of Pitch-In is found at: <https://bennioncenter.org/pitchin/>.

The implications of the recent changes in executive leadership are positive. Previous administrations at the University of Utah have supported community engagement to a large degree, and all indications are that this will continue and grow, as evidenced by strategic planning documents, public speeches, budget allocations, and recognition awards.

Dr. Dan Reed, SVP For Academic Affairs:

"As a public university, the U is deeply committed to the residents of Utah, focused on ensuring the lifelong success of its students, to partnering with the state and private sector on effective economic development, and to continuing to build insightful partnerships that serve our society and health, and improve our world." In Dr. Reed's blog at: <https://academic-affairs.utah.edu/svpaa/the-universitys-academic-prowess/>.

Dr. Michael Good, SVP for Health Sciences

"In these dynamic times, to serve our state, we can't achieve all our goals alone. As we look to the future, it is critical that our collaborative culture expands to include our community partners to address all aspects of health. We have already begun working in this direction. As I become more acquainted with U of U Health, I am continually impressed by the efforts and innovative initiatives to improve health across our communities and in partnership with them." In Good Notes 2/27/2019: <https://uofuhealth.utah.edu/notes/postings/2019/02/community-service.php>.

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## C. Institutional Commitment

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### Infrastructure

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#### 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.

In 2011, the Lowell Bennion Community Service Center at the University of Utah shifted from solely reporting through the Vice President of Student Affairs to having a dual reporting line by additionally reporting to the Vice President of Academic Affairs. Over the past nine years, the University of Utah has increased the base state funds budget of its Lowell Bennion Community Service Center by \$250,000. In that same time, external funding for the Bennion Center through grants, gifts, and donations has increased by 18% or \$145,000. Since 2010, the Bennion Center has added three professional FTE to its primary staff, now employs a part-time graduate assistant, a student fellowship position, and administers eighty work-study positions, fifty part-time AmeriCorps positions, and three community engaged faculty fellowships.

In 2017, the Bennion Center launched a process to reassess its mission. In 2019, it launched its new mission to mobilize and inspire people to strengthen community through learning, scholarship, and advocacy.

### Funding

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#### C.2.1

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

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

The Bennion Center and the community-based University Neighborhood Partners (UNP) continue to be key areas supporting institutional engagement with community partners with budget allocations today totaling \$1,323,896. This growth in funding (from \$780,077 in 2010) demonstrates the continued value placed on these organizations work and commitment towards community engagement. The funding for these two areas is permanent state funding used to support staff salaries, grants, operations and student engagement activities. In addition to base funding, the University of Utah has increased funds to the Bennion Center to support community-engaged courses (CEL) within colleges across campus. Each semester, the Bennion Center distributes approximately \$100,000 to departments who offer community engaged courses. Eighty courses

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receive funding each semester as long as the courses are taught and continue to meet community engaged service standards set by the Bennion Center. While the funding is not permanent it has proved to be successful in growing community engagement efforts and has allowed colleges to hire more staff and graduate assistants to enhance existing courses. Similarly, the Office of Engagement has dramatically increased its budget. In 2010, the budget was \$383,000 and in 2017, it was \$1,148,000.

To meet the strategic goals of the university, including "Engage Communities to Improve Health and Quality of Life", the budget process was changed to include the requirement that any request for funding must meet one of the goals. Because of this change in strategic focus, community engagement efforts have received a higher profile in the distribution of new funding helping grow community engagement programs across campus. During the most recent budget process over \$100,000 was allocated to several colleges for support of positions such as an early childhood coordinator in the College of Education and a community science liaison in the College of Mines and Earth Sciences. These funding requests are permanent funding supporting staff engaged in community engagement efforts.

## 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.

The University of Utah continues to emphasize development efforts supporting community engagement generating extensive external funding in this area. Recent examples include:

- \$5.29 million awarded to University Healthcare by the Larry H. & Gail Miller Family Foundation to launch a Driving Out Diabetes Initiative to bring together multiple groups across the state to provide education, screening and treatment directly to those who might otherwise lack access to quality care. Specific at-risk populations targeted include schoolchildren, families, homeless individuals as well as the community at large.
- The National Center for Veterans Studies received a \$3 million gift from the Boeing Corporation to support the national scaling of innovative veteran's health and wellness programs, particularly focused on delivering state-of-the-art psychological treatment for military personnel, veterans, and family members struggling with post-traumatic stress disorder (PTSD) and suicidal thoughts.
- The Craig H. Neilsen Foundation awarded \$47.5 million to build the Craig H. Neilsen Rehabilitation Hospital. The hospital will be the preeminent destination in the mountain west for patients recovering from and adjusting to life-altering injuries and conditions. This advanced facility will be a restorative and healing environment designed to speed recovery and improve quality of life for patients after they return home.
- University Neighborhood Partners (UNP) has expanded their multi-decade engagement with communities in the west side of the Salt Lake Valley through the UNP Hartland Partnership Center. Hartland is a comprehensive capacity-building project that brings together university departments and local non-profit organizations in campus-community partnership activities to offer resources such as English language instruction, an incubator space for resident-led organizations, mental health support, citizenship classes, employment workshops, after-school and summer programs, and educational resources to the community. In 2018, a local foundation awarded UNP \$150,000 per year over 3 years to support expansion of Hartland education pathway services.

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- Funded in part by a \$4 million grant from the Laura and John Arnold Foundation and a \$1 million grant from the Dr. Ezekiel R. and Edna Wattis Dumke Foundation, the University of Utah has created Family Planning Elevated—a statewide contraception initiative that provides education and hands-on training to community health organizations that deliver reproductive health services to Medicaid-eligible and uninsured Utahans.

## 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.

The University of Utah continues to be very successful in leveraging its internal support of community engagement to raise significant additional funds supporting our community engagement efforts. We have built upon prior year fundraising success and continue to direct and emphasize community engagement as a top priority. Funding for community engagement activities is emphasized in the University's current comprehensive capital campaign, "Imagine New Heights"—a \$2.0 billion effort running from FY2015 - FY2022.

- "Foster Healthy, Resilient, Inclusive Communities" is one of the five over-arching priorities of our current comprehensive capital campaign.
- The campus-based Bennion Center has raised nearly \$1.0 million in private funding by 41 foundations and community organizations, 62 corporate partners, and 284 individual donors. The budget for the co-curricular activities of the center are supported largely through development dollars, however several staff members salaries have been moved to permanent state funding since our last application submission.
- The community-based University Neighborhood Partners program has raised nearly \$1.3 million in private funding by 33 foundations and community organizations, 23 corporate partners, and 79 individual donors.
- Overall community engagement efforts including all externally facing programs such as museums, gardens, public broadcasting, continuing education, and athletics have raised \$166 million from over 48,000 donors.
- The University of Utah was invited to be one of four universities in the nation to host a statewide initiative, The American Dream Ideas Challenge, to develop ideas to ensure a vibrant middle class in Utah. \$1.5 million in initial funding was provided by the Schmidt Futures sponsor. The University is seeking creative proposals that focus on sustainable ways to expand access to and increase stability of the middle-class in Utah — whether through policy ideas or invest-able concepts for public benefit in the areas of health care, workforce development, education, transportation, housing, and support for families. These proposals can come from individuals, organizations, and entities serving communities throughout the State of Utah.

## 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.

The University of Utah invests heavily in local business and community development efforts through hiring local contractors for services such as hospital linen cleaning, specifying local restaurants and caterers for use at

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university functions, offering discounted summer youth continuing education, funding a school garden at a local elementary school (where the food is harvested and given back to the families who have children attending this school), offering shared office space and other resources for start-up community organizations, as well as supporting a wide range of student and faculty startup companies (<https://tvc.utah.edu/portfolio/startups/>).

Examples of startup companies and inventions created with students that often directly benefit our local community can be found listed here at our Lassonde Studios web link (<https://lassonde.utah.edu/launched>).

The actual amount invested varies year by year as the needs and resources are available, however, there is no question that the University of Utah has a long and large commitment in financially investing in community engagement and local partnerships that enhance the education of our students while improving the quality of life in our community.

## 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:

As a public institution, the University of Utah is bound by purchasing and procurement rules mandated by state law which do not often allow the prioritization of local sourcing, however, the institution has a culture of shared values which do emphasize economic and community development whenever possible. Several examples highlighting this commitment include:

- A shared joint space with the American Institute of Architects connecting the local professional community and the university. The shared space has become an "anchor space" in transitioning the local neighborhood near Pioneer Park in Salt Lake City from a location primarily used for illegal activities to one that is a vibrant and healthy community.
- University Neighborhood Partners supports the American Academic Network that works with University Human Resources to hire new Americans (mostly individuals with a refugee background) from the local area.
- The University hosts a community shredding event at the local Columbus Community Center where the public can come have documents and sensitive information securely shredded. Columbus Community Center employs adults with intellectual disabilities to shred papers, the University of Utah South Main Clinic contracts with them for their medical shredding.
- Community Discount Purchasing Programs encourage University staff and students to purchase goods and services from local community businesses.
- In an effort to improve local air quality and engage the community on sustainable practices and climate-action, the Sustainability Office has implemented multiple community programs in partnership with local businesses to promote clean energy and sustainable transportation.

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- U Community Solar, U Drive Electric and U Community E-bikes have helped over 950 new customers engage with 15 local businesses to install over 3 megawatts of residential rooftop solar, and purchase 200 electric cars and an additional 150 electric bikes. The programs helped to educate, communicate, and market the benefits of the new/emerging products in order to bring customers to local businesses and help begin the transition to clean, renewable and sustainable technologies.
- The Real Food Challenge is a national challenge committing universities, in partnership with dining service companies, to source more “real food” in dining halls and food outlets. Food is considered “real” if it falls under one of four categories: humane, ecologically sound, fair or community-based. Community and locally-based purchases represent 10% of the overall 15% of real food that the University of Utah Dining Services purchases. The University has committed to reach 20% real food by the year 2020. The Real Food Challenge student group distributed a local producer survey to farmers and food artisans in Utah to encourage contract discussions between small scale producers and University dining services.
- The University of Utah hosts a Farmers Market that links local growers and artisans with the campus community and provides access to fresh, healthy, local produce and unique arts and crafts. Twenty-five to thirty local food and artisan vendors connect with students, faculty, and staff (estimated 5,000 people) per week. Last season, the Farmers Market launched a scholarship program to covers fees for new vendors with an emphasis

## Tracking, Monitoring, and Assessment

3. Provide narratives addressing the following:

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### 3.1

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

The University of Utah does not have a single campus-wide system documentation system to record and/or track community engagement. This information is reported in different ways and through different systems, making a broad assessment of efforts difficult. Moreover, the University of Utah has in recent years begun moving beyond “bean counting” toward a deeper, outcome-based approach to assessment in terms of impact on students, the University, and partner communities. While recognizing that different forms of engagement will require different types of outcomes and data, developing shared systems so that data on key indicators can be collected, communicated, and aggregated across units is a key goal of the University Civic Action Plan.

Examples of systems in place during the 2017-18 academic year include: the Faculty Activity Report (FAR), the Mission Based Management (MBM) curriculum vitae, the Bennion Center Community Engaged Learning Course designation, and the Youth Protection and Program Support Office.

The FAR is an online faculty activity data collection and reporting application used by faculty, chairs, and deans. Faculty must complete the FAR as part of their retention and promotion activities each year. The system has specific mechanisms for tracking community engagement across all categories of faculty activity (research, teaching, service). The MBM system is utilized on the Health Science campus for faculty curriculum vitae. It

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includes a designation for activities that serve the community.

Community Engaged Learning courses are evaluated for initial designation and, if approved by a Bennion Center faculty committee, a CEL designation appears in the University course timetable each semester that the course is offered. This allows the university to track the number of community engaged learning courses offered as well as the number of students enrolled. The Bennion Center also tracks the number of students participating in student programming as well as the number of volunteer hours (<https://bennioncenter.org/about/annual-report/annual-report-2017-2018.php>).

Since the 2010 classification, the Youth Protection and Program Support office (YPPS) was established as a centralized resource to promote the safety and protection of youth participating in University of Utah programs. YPPS maintains a database of all programs serving minors. The database track 432 different youth serving programs on campus.

## 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.

As noted in 3.1 above, the University of Utah does not have a single campus-wide mechanism for assessing and measuring outcomes and impacts of institutional engagement. However, assessment and measurement occur in multiple units and centers.

Examples of initiatives in place during the 2017-2018 academic year include:

- 1) Bennion Center initiative to review all designated CEL courses to ensure best practices in CEL pedagogy are met
- 2) Bennion Center assessment of student learning and community impact regarding all student-directed programs
- 3) University Neighborhood Partners (UNP) development of a grounded theory of change
- 4) Huntsman Cancer Institute tracking outcomes of the Intermountain West HPV Vaccination Coalition.

All CEL designated courses will be reviewed every 5-years. In the spring of 2018, the Bennion Center developed a new rubric to be used for CEL course renewals. This data will be used to determine if courses are still meeting best practices, determine if a course is still being taught as a CEL course and if not, update records accordingly. Criteria include: CEL pedagogy and principles are incorporated into the course learning outcomes, CEL pedagogy facilitates and enhances student learning, critical reflection is well-integrated into student learning, past and future community partners are clearly identified, and projects/assignments are well-planned to address a community need while also facilitating learning.

The Bennion Center assesses student learning and community impact regarding student-directed programs. For student learning, a self-assessment model of civic competencies (awareness, skills, habits, values) is used. Community partners were asked to indicate their level of agreement with the statement "collaborating with the Bennion Center positively impacted our mission purpose" to which 97% responded with either "agree" or "strongly agree."

Since the 2010 application, University Neighborhood Partners worked with the Social Research Institute at the College of Social Work to develop a grounded theory of change across six domains of impact, and a tracking,

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documentation, and assessment system for it. It includes staff reporting, partner surveys, mapping, and population-level data, and is used to guide decisions as well as to create an annual report. Tracking through this system includes number and focus of partnerships, partners and the neighborhoods/units/organizations they represent; number of residents engaged; strength of partnerships; participation in contract courses; new nonprofits started; enrollment and graduation in the University of Utah and Salt Lake Community College; and various partnership-specific impact measures (<https://partners.utah.edu/about-unp/impact/>).

The University of Utah Huntsman Cancer Institute Office of Community Outreach and Engagement works with the community to build, strengthen, and sustain relationships to reduce cancer health disparities and prevent cancer. The Intermountain West HPV (human papillomavirus) Vaccination Coalition tracks community meetings, views of community members and HPV vaccine rates (<https://healthcare.utah.edu/huntsmancancerinstitute/about-us/community-outreach.php>).

### 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?

Although the University of Utah has not yet developed a systematic campus-wide mechanism for assessing and measuring our community engagement, we are taking steps in the right direction. The opportunity to re-classify for the Carnegie Classification has re-invigorated the discussions from 10 years ago. The campus is engaged in a discussion and evaluation of usable platforms– a difficult task, in our decentralized University, that will need meet multiple stakeholder interests.

The Carnegie Classification committee has taken steps to identify community engagement at the University and Utah and with the support of the Senior Vice Presidents, to highlight this engagement. As a means to learn more about important community partnerships, the committee sent requests to the campus community for detailed information on community engaged partnerships. In doing so, we uncovered gems, of which the central leaders were often unaware. We selected 20 groups to present at a “Pitch-In” to the Senior Vice Presidents. We now plan to do the Pitch-In event annually as a means to gather information and to encourage and celebrate community engagement.

University Neighborhood Partners has seen an increase in partnerships, with more partners among all stakeholder groups, working in more spaces. Hubs have been created where multiple partnerships are interacting and working alongside one another. Many more individuals involved. Since our tracking systems have changed, it is hard to compare directly, however, we are seeing partnerships become models that others in the state or country are adapting (<https://partners.utah.edu/about-unp/impact/> and <https://partners.utah.edu/wp-content/uploads/sites/28/2019/01/CommunityVoices2018Web.pdf>).

On the health campus, the Carnegie information is forming the backbone of a new Community Engagement Hub. The vision is that health science students to work together with community partners, to enhance their education through inter-professional community engagement.. Currently, students are engaged in the community, yet their efforts are not coordinated across programs. This new Hub will create opportunities for authentic community engagement that advances students learning outcomes and the health of our communities, while better serving the needs of our community partners.

### 3.4

Are there mechanisms for defining and measuring quality of community engagement built into any of the data collection or

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as a complementary process?

Yes

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

Through the Bennion Center, Community Engaged Learning (CEL) courses are evaluated for initial designation and subsequent 5-year reviews using rubrics that emphasize learning outcomes, academic rigor, reflection and reciprocity with the community partner. In order to receive the CEL designation a course's learning outcomes must clearly incorporate engagement that relates both directly to the academic content of a course and to the needs identified in partnership with the community. A CEL designation also requires that the course include defined opportunities for students to reflect on their engaged work before, during, and after the work. Finally, the community partners for the course need to be included in a reciprocal dialogue with the course instructor in order to ensure that CEL projects meet both the needs of the community partner and the academic goals of the course. CEL faculty from across campus are requested to work in partnership with Bennion Center staff to evaluate new CEL designations and 5-year reviews using the rubrics mentioned above.

University Neighborhood Partners defines quality of partnership by whether all three stakeholder groups are at the table (university, neighborhood, community organizations/institutions), and by the extent to which they embody a set of characteristics of effective partnerships drawn from existing research and measured by a partner survey: shared power and decision making; co-creation of knowledge; partnership management; group cohesion; and perceived effectiveness.

## 3.5

Outcomes and Impacts on students

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

The Bennion Center utilizes a pre- & post-service assessment model allowing self-identification of civic competencies (awareness, skills, habits, and values) and a final reflection. This process encourages students to consider the depth of their community engagement and how they can make an impact in their community. The Bennion Center's Alternative Breaks program uses the Active Citizen Continuum (member, volunteer, conscientious citizen, active citizen) for students to express their level of engagement in addition to the pre/post assessment of Civic Competencies.

From our evaluation data, students indicated their competencies were increased during the 2017-2018 academic year due to their involvement with the Bennion Center (71 respondents). 100% reported increases in their civic awareness, civil skills (98.1%), civic habits (98.6%) and indicated that community engagement is a priority in their life (85.4%).

## 3.6

Outcomes and Impacts on faculty

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

The President of the University of Utah called a task force that produced recommendations for integrating Community Engaged Scholarship (CES) into the Retention, Promotion and Tenure (RPT) process, and the

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University created an RPT template for including Community Engaged Scholarship. University Neighborhood Partners works to track research products (journal articles, book chapters, creative products, presentations, etc.) that emerge from partnerships with west side Salt Lake City neighborhoods, one-way of measuring how partnerships are advancing faculty research goals. The bibliography contain 108 entries since the 2010 classification.

## 3.7

Outcomes and Impacts on community

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

During the first annual "Pitch-In" for community engagement, a Grand Prize winner was the First Star Academy. First Star Academy improves the lives of foster youth by partnering with child welfare agencies and school districts to ensure foster youth have the academic skills, life skills, and adult supports needed to successfully transition to higher education and adulthood. Through survey and pre-post testing data, the First Star Academy for Foster Youth knows it is improving the outcomes for youth in foster care in our community. At the end of 2018 Summer Academy, 74% reported feeling more confident, 63% reported that they can advocate for themselves more, and 63% reported an increase in believing adults care about them. Academic performance and feelings about academics improved as well. Math scores rose by an average of 30%. Nearly 90% reported an increased desire to work hard in high school, 84% reported feeling more academically capable, and 84% reported a better understanding of math.

## 3.8

Outcomes Impacts on institution

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

The expansion of the Community Engaged Learning designation across the University of Utah has led to an improvement in the number and quality of the courses offered.

UNP has created 34 new courses across 11 University of Utah departments, linking academic teaching and research with community-based partnerships. Most have been contract courses, allowing non-matriculated west side students to register and received credit, creating a higher education access point.

The Office of Engagement's Beacon Scholars program is designed to provide First Generation University of Utah students with a small community on campus. Through data collection within the Office of Engagement, we know that the Beacon Scholars program is retaining and graduating its first-generation students at an average of 85% per year. This number surely contributes to the University of Utah's increasing retention and graduation rates.

## 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.**

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In 2017, we gathered information and thought leaders to develop a University of Utah Civic Action Plan- Phase One. The process assessed the state of the work at University Neighborhood Partners, Bennion Center, and Office of Engagement. We learned that our University already has a wealth of community engaged activities, yet needs to be brought together using communication and technology.

Currently, as the University of Utah is undertaking an initiative called “One U” under the leadership of President Ruth Watkins and while working on the Carnegie Re-Classification, the will to create a campus wide assessment to advance institutional community engagement has begun.

In 2017, the President signed on to the Campus Compact effort to develop civic action plans for all colleges and universities. University Neighborhood Partners, the Bennion Center, and the Office of Engagement led the process, beginning with an assessment of the “institutional baseline” and a look at progress made on the recommendations of the 2011 Faculty Task Force on community engagement. This assessment noted key areas of progress, including:

- The language of engagement has been integrated into university policies and documents including the university mission, strategic plan, and student pledge.
- New grant opportunities, awards, and celebrations have been created for faculty involved in community engaged learning and research.
- Reporting structures have been changed so that the Bennion Center, the Office of Engagement, and UNP all report to Academic Affairs.

At the same time, this process pointed to key areas of where continued work needed to be taken to institutionalize community engagement, particularly in terms of integrating it into the RPT process and developing cross-campus assessment and documentation mechanisms. The work of the Action Plan team has now dovetailed with the university’s initiative called “One U” under the leadership of President Ruth Watkins, and the Carnegie Re-Classification, representing increasing momentum for this work.

## **Professional Development**

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### **4.1**

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

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

The University of Utah has a robust series of faculty awards and funding for community engaged scholarship and teaching; all but two are either new or have been renamed since the 2010 application.

Bennion Center Community Engaged Teaching Fellows Program

This \$7,000 award supports Fellows in their own professional growth; makes the community engaged learning knowledge and expertise that Fellows possess available to all University faculty members; and broadens the

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understanding of community engaged pedagogy within the University's teaching and learning communities.

## Bennion Center Public Service Professor

This \$7,500 award supports a community-based teaching and research project. The funds may be used in any way that enables the recipient to carry out the proposed project.

## Bennion Center Distinguished Faculty Service Award

Honors a faculty member who has demonstrated a commitment to the campus-community connection through a life of active, unpaid community service and the integration of service with research and teaching. The Bennion Center makes a gift of \$1,000 in honor of the award recipient to a nonprofit or charitable organization of the winner's choice.

## UNP Community Scholar in Residence

\$10,000 award given to a full-time, tenure or non-tenure track faculty member of the University of Utah over two academic years (\$5,000/year) to foster community-engaged scholarship by supporting faculty members to engage actively in UNP partnerships in a way that allows them to integrate teaching and research into their partnership work.

## UNP Community Resident in Action

The \$5,000 award enables community residents to provide their knowledge and expertise in campus-community partnership projects, to provide residents with an opportunity for meaningful collaboration through UNP partnerships, to provide visibility for the role of community residents in community partnerships both on and off campus, and to enable west side neighborhoods to better respond to expressed community interests and needs.

## U of U Community-Based Research Grant

Sponsored by the Vice President for Research in collaboration with UNP. The goal is to encourage collaborative, mutually-beneficial research that involves the university and community partners at the local, regional, and/or statewide level. One to two annual grants of up to \$20,000 are available to faculty of all disciplines.

## U of U Community Engaged Teaching and Scholarship Award

\$5000 award recognizes a record of successful teaching and research that is carried out through long-term, collaborative community-engaged partnerships that address a community-identified need or priority.

## Bennion Center Community Engaged Learning Teaching Assistants

Faculty interested in developing a community-engaged learning course by "test teaching" it, or who teach a class that already has received the CEL designation, may apply for a \$500 to \$1,000 CEL-TA award.

Several new faculty professional development opportunities exist:

The Bennion Center Next Practices Institute - two-day faculty retreat to discuss future trends in community engagement work.

The Community Engagement Faculty Learning Community focuses on community engagement and social/environmental justice.

Bennion Center 101 seminar introduces the Bennion Center to potential community partners. Staff provide one-on-one support to faculty who teach community engaged learning courses or who wish to undertake community engaged research.

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## 4.2

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

Employment Status	Tenured or tenure track	Full-time non-tenure track	Part time	Professional staff
Professional development programs	Yes	Yes	Yes	Yes
Facilitation of partnerships	Yes	Yes	Yes	Yes
Student teaching assistants	Yes	Yes	Yes	Yes
Planning/design stipends	Yes	Yes	Yes	Yes
Support for student transportation				
Eligibility for institutional awards	Yes	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				
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### G.2.1 If Yes to "Other": Please describe other support or services:

-- empty or did not respond --

## 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:**

Flexibility exists in the manner by which position descriptions are created, including expertise in and commitment to community engagement. Posting of faculty positions has included specific language asking that candidates are knowledgeable about community engaged learning practices and demonstrate a collaborative orientation through examples of team teaching and co-curricular programming. Interview questions include inquiring specifically about community engaged experiences. A campus-wide Pacific Islands Studies Initiative

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has engaged multiple academic units in the recruitment of several faculty members specifically to engage the Pacific Islands communities in Utah.

Example from College of Education job description (non-tenure track faculty): faculty are expected to make a "needed contribution to local or broad communities by providing service to schools or community groups ... community service is a fundamental part of being a member of the faculty...examples include contributions as a consultant to agencies, serving on a school board, organizing special community projects, and other educational group activities."

Example from Marriott Library Community Outreach Coordinator (staff): "The person in this position provides support needed to ensure that all aspects of an active campus and community program runs smoothly. Programs include those that reach K-12 students, educators and community members."

Example from Chair of College of Architecture and Planning (tenure track faculty): "The chair of Architecture and Planning understands the power of context and the potency of the local, and is dedicated to confronting the imperative issues of our time, including air quality, water accessibility, public health, and social equity, and to do the greatest good for our society and our world...the department is proud of our long tradition of community engagement and environmental ethics, and we aspire to respond to this time and this place with optimism, cooperation, and creativity."

## 5.2

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

In September 2016, an Ad Hoc Working Group on Community Engaged Scholarship created the document, *Assessing and Valuing Community-Engaged Scholarship (CES)* at the University of Utah. The document offers recommendations on how to appropriately assess and value community-engaged scholarship within the university's structures, policies, and procedures for tenure, tenure-track and non-tenure track faculty.

The document provides the following recommendations:

Recommendation 1: Each tenure-granting unit will consider how CES fits into the three categories of research, teaching, and service explicitly in their RPT guidelines during their next review and approval of their RPT guidelines.

1.a. These units will consider how CES is addressed explicitly in hiring (e.g. explicit expectations in hiring letters) and mentoring processes.

1.b. Each unit will make clear how community engagement and community-engaged learning is accounted for within the activities of research, teaching, and service.

Recommendation 2: The Review Standards Committee will offer structural supports and resources to assist units as they promote and integrate CES into RPT processes.

2.a. The Review Standards Committee will provide templates and advice for departments and colleges appropriate to each discipline and field, and will facilitate each department's ability to meaningfully operationalize and address community-engaged scholarship in RPT guidelines.

Recommendation 3: The University will continue to support community engagement across the university. The

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Associate Vice President for Faculty will work with the Review Standards Committee to help communicate the value of CES and to continue to support faculty who pursue CES.

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## 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.

NA

## 5.4

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

Yes

### 5.4.a

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

In response to this growing call for guidance, and as a follow-up to the 2011 Faculty Task Force Report on Community Engagement, in January 2016, Senior Vice President for Academic Affairs (now President) Dr. Ruth Watkins convened the Ad Hoc Working Group on Community-Engaged Scholarship. The recommendations show how to appropriately assess and value Community Engaged Scholarship within the university's structures, policies, and procedures, based on best practices in CES and in the particular context of the University This report is focused on how to value CES appropriately within the "research and other creative activity" category of faculty workload as defined by University Policy.

(<https://academic-affairs.utah.edu/wp-content/uploads/sites/3/2018/03/CES-September-2016-Submission.pdf>)

### 5.5.1 Institutional Level

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

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### 5.5 a Community engagement is rewarded as a form of teaching

Yes

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## 5.5 a Teaching

Provide link or descriptive text

<https://academic-affairs.utah.edu/wp-content/uploads/sites/2/2018/03/CES-September-2016-Submission.pdf>  
<https://regulations.utah.edu/academics/6-303/php>

## 5.5 b Community engagement is rewarded as a form of research

Yes

## 5.5 b Research

Provide link or descriptive text

<https://academic-affairs.utah.edu/wp-content/uploads/sites/2/2018/03/CES-September-2016-Submission.pdf>  
<https://regulations.utah.edu/academics/6-303/php>

## 5.5 c Community engagement is rewarded as a form of service

Yes

## 5.5 c Service

Provide link or descriptive text

<https://academic-affairs.utah.edu/wp-content/uploads/sites/2/2018/03/CES-September-2016-Submission.pdf>  
<https://regulations.utah.edu/academics/6-303/php>

## 5.5.2 School/Division

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### 5.5.2 a Community engagement is rewarded as a form of teaching

Yes

#### 5.5.2 a

Provide link or descriptive text

In the College of Nursing, the RPT guidelines for career-line faculty state....”Providing leadership in engaged learning/service/practice/research across the college, university, and community, shown by, for example: (a)demonstrating active leadership in initiatives that support student learning, such as University Research Opportunities Program, Community Engaged Learning, Student and Community Engagement, and Global Health... (d) acting as a lead for engaged learning courses; or (e) providing leadership in community engaged partnerships for teaching, practice, or research (e.g., Utah Neighborhood Partners, Community Faces of Utah),

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(f) actively engaging in initiatives (e.g., University Research Opportunities Program, Community Engaged Learning, Student and Community Engagement, and Global Health).” Community engagement verbiage is also in place for tenure-track nursing faculty.

## 5.5.2 b Community engagement is rewarded as a form of research

Yes

### 5.5.2 b

Provide link or descriptive text

The School of Dentistry guidelines for both Career-Line (non-tenure line) and Tenure- RPT explicitly recognize the value of community engagement. In particular, section 5.1.3 of the guidelines for Tenure-line faculty (i.e., Evaluation of Research/Creative Activity) notes that: “Research/creative activity involves efforts by the faculty member that generate or advance creation or development of new knowledge. Team sciences, clinical care, collaboration, technology commercialization, education, community engagement, advocacy, inclusion, sustainability, web-based dissemination, administration/service, and global health can all be areas for effective and excellent investigation.”

## 5.5.2 c Community engagement is rewarded as a form of service

Yes

### 5.5.2 c

Provide link or descriptive text

The College of Law provides an annual faculty community-engaged service award, in addition to its annual faculty teaching and scholarship awards. College of Law recently hired a new tenure-track faculty member to run their community-based clinical program, and to review their RPT standards in 2018 to include a strong public service category.

## 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

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Ethnic Studies offers incentives for faculty to develop community engaged learning in their courses with an annually budgeted \$3000 to support that development. Gender Studies continues to include community engagement in many of their courses with four specifically that support partnerships on- and off- campus.

## 5.5.3 b Community engagement is rewarded as a form of research

Yes

### 5.5.3 b

Provide link or descriptive text

Gender Studies recently approved RPT guidelines include community-engaged research as part of a research profile:

“Community-based research (CBR) takes place in community settings and involves community members in the design and implementation of research projects. Such activities should demonstrate respect for the contributions made by community partners, respect for the principle of "do no harm," and engagement with relevant literature(s). CBR research must be disseminated publicly and have an impact beyond those who participated in the research. Evidence may include, but is not limited to: (i) publication of peer-reviewed print or electronic books, journal articles, book chapters, or other equivalent publications, (ii) creative research disseminated in a credible venue that is appropriate to its genre, or through equivalent contexts. In addition, the following forms of dissemination may serve as the centerpiece of CBR research when produced in some combination with items (i) and/or (ii) above: (iii) development of new reports for or policies in community-based organizations, social service agencies, governmental programs, or other relevant organizational entities, (iv) improved quality of life in the community, and/or (v) transference of knowledge in the researcher's field to the community(s) served and vice versa.”

## 5.5.3 c Community engagement is rewarded as a form of service

Yes

### 5.5.3 c

Provide link or descriptive text

Family and Consumer Studies RPT policy states “Community or public service typically applies a candidate’s scholarly expertise in various local, regional, national, and international community settings. This type of service can take many forms (e.g., serving on boards and committees for governmental and/or non-profit organizations, consulting with and/or providing direct service to community agencies as appropriate within University guidelines) and requires: a statement of service philosophy, evidence of effective participation and leadership in community service activities, and peer review of service activities.”

## 5.5

Provide narrative describing the implementation of these policies and processes:

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Policies are implemented at the department level through an annual review process for staff, non-tenure, tenure-track and tenured employees. These annual reviews are typically conducted by the department chair, or the individual's supervisor. Content of policies is determined by College and School leadership, reflecting institutional priorities, such as Assessing and Valuing Community-Engaged Scholarship, and vetted with faculty representatives on College Councils and the University's Academic Senate.

## 5.6

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

Since the last Carnegie submission, many colleges, schools, and departments have developed or are in the process of revising policies for retention, promotion and tenure (RPT) that highlight community engagement. Representative examples are included below. The College of Nursing Career Line (aka non-tenure faculty) Retention document, states that service includes community engagement:

"This category includes service related to the candidate's area of expertise in various local, regional, national, and international public settings and can take many forms, e.g., serving on boards and committees for governmental and/or non-profit organizations, consulting with and/or providing direct service to community agencies as appropriate within University guidelines." Examples include: "Providing leadership in engaged learning/service/practice/research across the college, university, and community, shown by, for example: (a) demonstrating active leadership in initiatives that support student learning, such as University Research Opportunities Program, Community Engaged Learning, Student and Community Engagement, and Global Health... (d) acting as a lead for engaged learning courses; or (e) providing leadership in community engaged partnerships for teaching, practice, or research (e.g., Utah Neighborhood Partners, Community Faces of Utah), (f) actively engaging in initiatives (e.g., University Research Opportunities Program, Community Engaged Learning, Student and Community Engagement, and Global Health)." Community engagement verbiage is also in place for tenure-track nursing faculty.

The School of Dentistry guidelines for both Career-line and Tenure-line RPT explicitly recognize the value of community engagement. In particular, section 5.1.3 of the guidelines for Tenure-line faculty (i.e., Evaluation of Research/Creative Activity) notes that: "Research/creative activity involves efforts by the faculty member that generate or advance creation or development of new knowledge. Team science, clinical care, collaboration, technology commercialization, education, community engagement, advocacy, inclusion, sustainability, web-based dissemination, administration / service, and global health can all be areas for effective and excellent investigation."

Gender Studies recently approved RPT guidelines to include community-engaged research as part of a research profile: "Community-based research (CBR) takes place in community settings and involves community members in the design and implementation of research projects. Such activities should demonstrate respect for the contributions made by community partners, respect for the principle of "do no harm," and engagement with relevant literature(s). CBR research must be disseminated publicly and have an impact beyond those who participated in the research. Evidence may include, but is not limited to: (i) publication of peer-reviewed print or electronic books, journal articles, book chapters, or other equivalent publications, (ii) creative research disseminated in a credible venue that is appropriate to its genre, or through equivalent contexts. In addition, the following forms of dissemination may serve as the centerpiece of CBR research when produced in some combination with items (i) and/or (ii) above: (iii) development of new reports for, or policies in, community-based organizations, social service agencies, governmental programs, or other relevant organizational entities, (iv)

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improved quality of life in the community, and/or (v) transference of knowledge in the researcher's field to the community(s) served and vice versa."

## 5.7

List the colleges/schools and/or departments.

Beyond the colleges/schools and/or departments already mentioned:

The College of Social Work supports University Neighborhood Partners through monetary and staffing support annually.

The College of Social and Behavioral Sciences describes "translational research, participatory action research, or community-engaged research" among examples of scholarship that count as research productivity.

The Honors College conducts "Praxis Lab" courses which include a semester of community engaged service, and rewards faculty who teach the labs, provides funding for the community engaged projects, and includes publishing about the "Praxis Lab" model in its faculty criteria for promotion. These efforts are supported by the health and main campus.

The College of Education includes "community engaged research, teaching and service" in RPT guidelines across the college departments.

The College of Engineering supports the work of two faculty members and seven staff in the Mechanical Engineering Department that help Utah companies improve their manufacturing efficiencies and contribute to local projects such as the underground parking at the Utah Capitol and the bike trail in a local canyon.

The School of Dentistry has RPT guidelines for non-tenure and tenure line faculty that value community engagement.

The College of Nursing supports faculty work with a several community partners, including Granite Technical High School, the Housing Authority of Salt Lake County, University Village Initiative, and the International Rescue Committee.

The College of Health supports the Utah Center for Community Nutrition, a public service center; the UFIT program for children with intellectual and developmental disabilities, a partnership between Occupational Therapy and the International Rescue Committee, and the Urban Rangers project, a trails project run out of Parks, Recreation and Tourism. These activities are positively considered in the RPT process for non-tenure track and tenure track faculty under service and scholarship, and are given protected time at the department level.

The College of Architecture has a community engaged grant program; articulates its value in RPT guidelines; and submits faculty for community engaged awards.

The School of Medicine considers community engagement in giving adjunct, non-tenure and tenure track faculty appointments and advances.

The College of Humanities RPT documents state that "community-based research is valued."

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## 5.8

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

67%

## 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 College of Law revised its RPT standards last year to add a service category for public service with the following language:

“Public Service: This category includes service related to the candidate’s area of expertise in various local, regional, national, and international public settings and can take many forms, e.g., serving on boards and committees for governmental and/or non-profit organizations, consulting with and/or providing direct service to community agencies as appropriate within University guidelines.”

The College of Social and Cultural Transformation recently revised its RPT guidelines to include community-engaged research in the following way:

“Community-based research (CBR) takes place in community settings and involves community members in the design and implementation of research projects. Such activities should demonstrate respect for the contributions made by community partners, respect for the principle of "do no harm," and engagement with relevant literature(s). CBR research must be disseminated publicly and have an impact beyond those who participated in the research. Evidence may include, but is not limited to: (i) publication of peer-reviewed print or electronic books, journal articles, book chapters, or other equivalent publications, (ii) creative research disseminated in a credible venue that is appropriate to its genre, or through equivalent contexts. In addition, the following forms of dissemination may serve as the centerpiece of CBR research when produced in some combination with items (i) and/or (ii) above: (iii) development of new reports for or policies in community-based organizations, social service agencies, governmental programs, or other relevant organizational entities, (iv) improved quality of life in the community, and/or (v) transference of knowledge in the researcher's field to the community(s) served and vice versa.”

The School of Dentistry is currently finalizing its RPT guidelines and for non-tenure track includes the following language:

"Investigation involves efforts by the faculty member that generate or advance creation or development of new knowledge. These could include such activities as bench research, clinical trials, quality improvement, and evaluation of educational efforts. Team science, clinical care, collaboration, technology commercialization, education, community engagement, advocacy, inclusion, sustainability, web-based dissemination, administration / service, and global health can all be areas for effective and excellent investigation."

For tenure track faculty, it includes the following language:

"Research/creative activity involves efforts by the faculty member that generate or advance creation or development of new knowledge. These could include, but is not limited to, such activities as bench research or clinical trials. Team science, clinical care, collaboration, technology commercialization, education, community engagement, advocacy, inclusion, sustainability, web-based dissemination, administration / service, and global health can all be areas for effective and excellent investigation."

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## 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.

The Bennion Center offers various professional development opportunities for faculty interested in community engaged learning and scholarship. Workshops include: Lunch & Learn panel discussions around topics identified by faculty, a co- sponsored learning community with the Center for Teaching and Learning Excellence, Community Engaged Learning 101, and additional workshops as requested by faculty. After the spring semester, a two-day Next Practices Institute is held to explore innovative practices in community engagement. Faculty have the opportunity to participate on Bennion Center committees such as teaching through community engagement and community-based research.

The Center for Clinical and Translational Science's Collaboration and Engagement Team offers consultation and workshops on community-engaged research, including partnership formation, proposal development, and carrying out community- engaged research studies.

## 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.

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### A.1 Teaching and Learning

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

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#### 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.

Since the 2010 application the term "service learning" has been replaced campus-wide with "community engaged learning." The designation of "SL" in the university course schedule has been replaced with "CEL" to indicate to a student that the course will use community engaged pedagogy. The rationale for this change

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recognizes the broader forms of engaged teaching thus acknowledging the contributions to the university and the community of all engaged faculty.

The Bennion Center has developed a definition of community engaged learning that is suggested as the definition to be used on all CEL syllabi:

Community engaged learning is a method of teaching and learning in which students, faculty, and community-partners work

together to enhance student civic competencies and accompany communities in their efforts to be more inclusive, healthy, resilient, and just. CEL generates and applies academic knowledge in a community-based setting. Student service and engagement addresses the needs of the community as identified through mutually beneficial collaboration with community-partners. CEL meets instructional learning objectives through course content, faculty-structured service, engagement, and critical reflection, meant to prepare students to be civically responsible members of the community. At its best, community engaged learning enhances and deepens students' understanding of an academic discipline by facilitating the integration of theory and practice, while providing an experience that develops life skills and engages in critical reflection about individual, institutional, and social ethics.

## A.1.2

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

New CEL course designation applications are solicited for three annual deadlines: October 15 for spring semester, February 15 for summer, and March 15 for fall. Faculty are asked to describe learning outcomes that relate to community engagement, explain how engagement enhances learning, describe how learning outcomes will address community needs, and identify how reflection will be used to enhance student learning and community partner outcomes. Faculty are also asked to either identify community partners, or clarify if they need the Bennion Center to identify potential community partners for the course.

CEL courses are evaluated for initial designation and subsequent 5-year reviews using rubrics that emphasize learning outcomes, academic rigor, reflection and reciprocity with the community partner. Both the initial CEL designation rubric and the 5-year review rubric were updated in 2018 to better reflect the CEL emphasis on meaningful and rigorous learning outcomes. The rubrics were updated to emphasize reciprocal dialogues with community partners to promote CEL work that meets both the academic goals of a CEL course and the needs of the community partners. In order to receive the CEL designation a course's learning outcomes must clearly incorporate engagement that relates both directly to the academic content of a course and to the needs identified in partnership with the community. A CEL designation also requires that the course include defined opportunities for students to reflect on their engaged work before, during, and after the work. And, finally, the community partners for the course need to be included in a reciprocal dialogue with the course.

CEL faculty from across campus are requested to work in partnership with Bennion Center staff to evaluate new CEL designations and 5-year reviews using the rubrics mentioned above. Included in the committee are departmental chairs, career-line faculty, and tenure-line faculty. In the past students and community partners were invited to be part of the CEL evaluation committee. Based on feedback, particularly from busy community partners, the committee now consists of the above-described diverse array of faculty. Each course is reviewed by two committee members. If the conclusion is unanimously affirmative, then the course is approved for CEL designation or renewal. If the conclusion is unanimously negative, then the Bennion Center works with the submitting faculty to address the weak points in the application. A split decision, one yay and one nay, is then discussed further by the broader committee to determine the final designation or renewal outcome.

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## 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%

Number of community engaged courses	Change in number of courses since last application	Percentage of total courses	Percent change in courses since last application
136	-3	3%	+2%
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.
43	+6	33%	+1%
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
134	+40	7%	+3%
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
32	+3	2%	-0.2%
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
46	+22	2%	+1%
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
56	+15	3%	+0.3%
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.
3064	+526	9%	+0.7%

## 1.4

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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.

Data concerning new and renewed CEL designations is compiled into a central Bennion Center database. The Bennion Center uses this database to stay up to date on current CEL activity by department and college, and to determine student credit hour (SCH) CEL funding on a semester basis. This database is updated on an as-needed basis with new designations, CEL course renewals, course cancellations, etc. The database allows the Bennion Center to easily determine which courses are up for 5-year renewal, and to track instructor turnover. This information is also incorporated into the Bennion Center's Internal Report Card to monitor year-after-year changes in CEL course offerings by college and department.

<https://bennioncenter.org/faculty/cel-teaching-resources/designation.php>

## 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 does not have one set of agreed upon learning outcomes for community engagement. However, outcomes data is collected through the university-wide course evaluation system. Data collection began in 2007, though the questions have changed since the 2010 application. If the course is designated a CEL course, faculty do not have a choice in these questions, but could add their own in addition to the ones that are part of the SmartEvals system. The Center for Teaching and Learning Excellence manages the data and can pull specific data related to CEL courses. The data is used primarily by course instructors seeking to improve their courses. The 2018-19 Academic Senate is evaluating the current university-wide course evaluation question yet. We anticipate changes in the 2019-20 academic year.

Current CEL questions for designated CEL courses as part of the SmartEvals system:

1. Before this class I have been a regular volunteer in my community (Likert scale)
2. I am more likely to volunteer in my community because of the CEL experience I had in this class (Likert scale)
3. I feel I made a positive contribution to the community through the CEL work I did in this class (Likert scale)
4. I would be likely to enroll in another CEL class, if I had the opportunity (Likert scale)
5. Did the CEL experience in this class help you understand the course material? (open question)
6. What is the main thing you learned from your CEL experience? (open question)
7. How will you use this new knowledge to make an impact on your community? (open question)

## 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.

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### Curricular Activity: 2.1 Student Research

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>The University has multiple options for students seeking community engagement through research. Examples include:</p> <p>The Office of Undergraduate Research offers a variety of programs and support for students doing community-based research: faculty matching; travel, small grants, and stipends; publication in the Undergraduate Research Journal; and, research symposia.</p> <p>The Bennion Center Scholars must complete a research/capstone project in order to receive the transcript designation. It must integrate the Scholar's academic interests (major/minor), skills, passion, and knowledge with substantively addressing a particular community-identified need and/or objective. A successful project leaves a long-term impact on the community and the student. Scholars' partner with a community organization (public or non-profit) and a faculty mentor in the design and implementation of their project.</p> <p>The Honors College Praxis Labs draw students from all disciplines to collaborate on innovative project-based solutions to pressing societal challenges. Under the guidance of faculty and community leaders, students analyze the topic through in-depth classroom and field research. After challenges have been identified and solutions developed with community, the idea implemented. The Praxis Lab is a year-long experience. Topics vary each year, and fall under one of three focus areas: Health and Society, Energy and Environment, and Social Justice.</p>
Web Link (if available)	<p><a href="https://bennioncenter.org/students/bennion-center-scholars/index.php">https://bennioncenter.org/students/bennion-center-scholars/index.php</a>  <a href="https://our.utah.edu">https://our.utah.edu</a>  <a href="https://honors.utah.edu/praxis-labs/">https://honors.utah.edu/praxis-labs/</a>  <a href="https://our.utah.edu/">https://our.utah.edu/</a></p>

## Curricular Activity: 3.1 Student Leadership Courses

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>The Bennion Center offers a 3-credit course, Introduction to Civic Leadership (offered every fall). The course utilizes the Social Change Model of Leadership Development and is a designated CEL course and is open to all undergraduates. This course is required for the Bennion Center Scholar program and also serves as an elective in the Leadership Studies Minor. Students may use the course in the Group, Organizational and Community Contexts category or the Practical Skills, Instruments and Processes category in the Minor. Eight courses in the Leadership Studies Minor are designated as CEL.</p>
Web Link (if available)	<p><a href="https://catalog.utah.edu/#/courses/EJef2dyr0Z?bc=true&amp;bcCurrent=Introduction%20to%20Civic%20Leadership&amp;bcltemType=Courses">https://catalog.utah.edu/#/courses/EJef2dyr0Z?bc=true&amp;bcCurrent=Introduction%20to%20Civic%20Leadership&amp;bcltemType=Courses</a></p> <p><a href="https://leadershipstudies.utah.edu/group-requirements.php">https://leadershipstudies.utah.edu/group-requirements.php</a></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>The University offers general internships through the Career and Professional Development Center as well as individual colleges, departments and centers. Community engaged internship experiences are offered through the following centers.</p> <p>The Alumni Association-Bennion Center Fellowship offers students who have demonstrated substantial service leadership a six- to eight-week, full-time community service placement with a non-profit organization outside of northern Utah. Fellows are expected to reside in the chosen community for the summer months. Alumni Bennion Fellows focus on Alternative Break sites or potential sites to improve alumni connection and site program development during their fellowship. Fellows are awarded \$4,000 from the Bennion Center and the Alumni Association to fund this experience and, upon successful completion of the 6-8 weeks service placement, the Alumni Association provides an additional \$2,000 scholarship for returning matriculated students for the Fall Semester.</p> <p>The Hinkley Institute of Politics was founded in 1965 with the vision to, “teach students respect for practical politics and the principle of citizen involvement in government.” The Hinkley Institute is dedicated to engaging students in transformative experiences and providing political thought leadership. 400 students annually participate in the internship program which encompasses local, national, and global sites. Students have the opportunity to participate in Utah legislative internships and various campaign experiences.</p>
Web Link (if available)	<p><a href="https://www.hinckley.utah.edu/internships-1">https://www.hinckley.utah.edu/internships-1</a></p> <p><a href="https://bennioncenter.org/students/funding-opportunities/index.php">https://bennioncenter.org/students/funding-opportunities/index.php</a></p>

## Curricular Activity: 5.1 Study Abroad

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

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

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>The Learning Abroad/Office for Global Engagement offers ten community engaged learning abroad courses. These include offerings from Public Health, Humanities, and Environmental Studies. Programs linked to the Bennion Center are described below.</p> <p>Since 2010, the Bennion Center has partnered with the Learning Abroad Office, the Political Science Department, Undergraduate Studies, and the Department of Public Administration at the University of Utah to create two ongoing community engaged learning abroad courses (CELA). These courses--one takes students to Cuba and one takes students to Costa Rica--integrate the best practices of community engaged learning and scholarship. Both courses explore the power of community engagement in an international setting. Central to the courses are the concepts of interdisciplinary and collaborative learning. Students consider, discuss, and engage in civic leadership, community health, and collective impact.</p> <p>Beginning in 2018, the Bennion Center and the Eccles Global Initiative in the School of Business at the University of Utah have partnered to create several CELA courses. These experiential learning courses have been integrated into the academic curriculum of students studying for a term in London, England; Sydney, Australia; Shanghai, China; and Florence, Italy. These courses provide business students an opportunity to have deeply engaged community learning experiences. They explore the power of privilege, social entrepreneurship, direct service, corporate social advocacy, and corporate philanthropy. Students learn the concepts, distinct differences, and complexities of charity, volun-tourism, and accompaniment, while learning and engaging abroad.</p> <p>The School of Architecture offers Design Build Bluff in the Navajo Nation in the southern Utah tribal area. Every fall, a graduate studio of up to sixteen students designs a pre-identified architectural project for a beneficiary of the Navajo Nation. Historically these are small single family homes assigned by the local tribal chapters. In preparation these students study indigenous architecture and Southwestern vernacular. And in spring they move more than 300 miles away from the school of architecture in Salt Lake City, to the remote campus' small home and namesake in Bluff, close to the Navajo Nation's northernmost chapters. They spend the better part of this semester converting drawings into habitable space. 22 projects have been completed and 290+ students have participated.</p>
Web Link (if available)	<p><a href="https://bennioncenter.org/students/travel-programs/index.php">https://bennioncenter.org/students/travel-programs/index.php</a></p> <p><a href="https://apply.learningabroad.utah.edu/index.cfm?FuseAction=Programs.ViewProgram&amp;Program_ID=10118">https://apply.learningabroad.utah.edu/index.cfm?FuseAction=Programs.ViewProgram&amp;Program_ID=10118</a></p> <p><a href="https://apply.learningabroad.utah.edu/index.cfm?FuseAction=programs.ViewProgram&amp;Program_ID=10117">https://apply.learningabroad.utah.edu/index.cfm?FuseAction=programs.ViewProgram&amp;Program_ID=10117</a></p> <p><a href="https://learningabroad.utah.edu/student/globalu.php">https://learningabroad.utah.edu/student/globalu.php</a></p> <p><a href="https://apply.learningabroad.utah.edu/index.cfm?FuseAction=programs.ViewProgram&amp;Program_ID=10108">https://apply.learningabroad.utah.edu/index.cfm?FuseAction=programs.ViewProgram&amp;Program_ID=10108</a></p>

## Curricular Activity: 6.1 Alternative Break tied to a course

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>The 2017-2018 Executive Board of the Alternative Breaks program decided to undertake the transition of the program to being offered for credit. With well-established program trainings and a strong framework of the principles of (Social) Justice guiding the creation and execution of our Alternative Breaks experiences (trips), the Board recognized that offering participation in Alternative Breaks for academic credit would be a tremendous value added to the program.</p> <p>In the interest of best serving our students, the Board decided that registering for the course must be offered as an optional component of the Alternative Breaks experience, as requiring enrollment in the course would increase the cost of participation by adding tuition fees to trip costs and might therefore inhibit students' desire and ability to participate in justice- and travel-based community engagement through Alternative Breaks.</p> <p>The 2018-2019 academic year has been the pilot year of "AB for Credit," and we've so far seen tremendous success, with 23 of our 145 Alternative Breaks students enrolled in the Spring 2019 course. Having received both Community Engaged Learning (CEL) and Diversity (DV) designations for all sections, AB for Credit attracts students working toward a transcript designation in CEL and those seeking a unique opportunity to fulfill general education requirements at the University of Utah.</p>
Web Link (if available)	<a href="https://bennioncenter.org/students/alternative-breaks/index.php">https://bennioncenter.org/students/alternative-breaks/index.php</a>

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

Is Community Engagement integrated into this area?	
What has changed since the last classification?	N/A
Web Link (if available)	N/A

### 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?	See General Education and Major/Minor categories below
Web Link (if available)	

## Curriculum: 3.1 General Education

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	On average 25% of General Education courses are also designated as CEL
Web Link (if available)	<a href="https://catalog.utah.edu/#/programs/HkpBsMW6z?bc=true&amp;bcCurrent=General%20Education%20Program&amp;bclItem=programs">https://catalog.utah.edu/#/programs/HkpBsMW6z?bc=true&amp;bcCurrent=General%20Education%20Program&amp;bclItem=programs</a>

## Curriculum: 4.1 First Year Experience Courses

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	The University has two primary first year experience programs, LEAP Learning Communities and BlockU. BlockU is comprised of a set schedule of two semesters (15 hours each semester) that bundles general education, support for student success, and integrated learning. Several of the Blocks require CEL courses (examples: Arts, Leadership, & Community and Entrepreneurship & Society). LEAP is a two semester course that enables new students to transition more confidently to college and plan an active role in their own education. Students work with dedicated LEAP faculty in small classes with assigned peer advisors and library faculty. All LEAP students, peer advisors, and faculty participate in service activities outside of the classroom. Service LEAP is a designated CEL learning community completing 50 hours of community service over two semesters.
Web Link (if available)	<a href="https://blocku.utah.edu">https://blocku.utah.edu</a> <a href="https://leap.utah.edu">https://leap.utah.edu</a> <a href="https://leap.utah.edu/program-options/socialwork.php">https://leap.utah.edu/program-options/socialwork.php</a>

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## Curriculum: 5.1 Capstone (Senior Level Project)

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>During their time at the University of Utah, students across all disciplines are encouraged to complete a capstone experience. The Office of Undergraduate Studies houses the university-wide capstone program. Funding is available for either individual or collaborative projects. Example projects: Diabetes Prevention, UCompost and the Edible Campus Gardens, and Women's Health in Ghana.</p> <p>The Bennion Center Scholars Capstone Project is the culminating activity of the Scholars Program. It must integrate the Scholar's academic interests (major/minor), skills, passion, and knowledge with substantively addressing a particular community-identified need and/or objective. It demonstrates that the student has an in-depth and operational understanding of a particular issue or subject. A successful Capstone Project leaves a long term impact on the community and the student. Scholars partner with a community organization (public or non-profit) and a faculty mentor in the design and implementation of their project.</p>
Web Link (if available)	<p><a href="https://bennioncenter.org/students/bennion-center-scholars/index.php">https://bennioncenter.org/students/bennion-center-scholars/index.php</a></p> <p><a href="https://capstone.ugs.utah.edu/about/digital-fair.php">https://capstone.ugs.utah.edu/about/digital-fair.php</a></p>

## Curriculum: 6.1 In the Majors

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>Examples of CEL courses integrated into a major:            Elementary Education (1 CEL course required, 3 electives);            Modern Dance (4 CEL courses required);            Kinesiology (1 CEL required, 6 electives);            Sociology (1 CEL required, 4 electives)</p>
Web Link (if available)	<p><a href="https://uite.utah.edu/programs/elementary-k-6/">https://uite.utah.edu/programs/elementary-k-6/</a></p> <p><a href="https://www.dance.utah.edu/about-us/modern-dance">https://www.dance.utah.edu/about-us/modern-dance</a></p> <p><a href="https://health.utah.edu/health-kinesiology-recreation/kinesiology/">https://health.utah.edu/health-kinesiology-recreation/kinesiology/</a></p> <p><a href="https://soc.utah.edu/">https://soc.utah.edu/</a></p>

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## Curriculum: 7.1 In Minors

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	Examples of CEL courses integrated into a minor: Health Teaching (4 CEL required); Writing and Rhetoric Studies (4 CEL electives); Urban Ecology (3 CEL electives)
Web Link (if available)	<a href="https://health.utah.edu/health-kinesiology-recreation/health/degrees/undergraduate/health-teaching-minor.php">https://health.utah.edu/health-kinesiology-recreation/health/degrees/undergraduate/health-teaching-minor.php</a>  <a href="https://writing.utah.edu/undergraduate/majorandminor.php">https://writing.utah.edu/undergraduate/majorandminor.php</a>  <a href="http://plan.cap.utah.edu/urbanecologyb-s-b-a/">http://plan.cap.utah.edu/urbanecologyb-s-b-a/</a>

## Curriculum: 8.1 Graduate Studies

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	In 2017-18 forty-five graduate level CEL courses were taught (approximately 25% of all CEL courses taught in 2017-18).  Colleges/Schools with the highest number of graduate-level CEL courses include: The College of Law offers 5 CEL courses; The College of Architecture & Planning offers 4 CEL courses; The School of Dentistry offers 4 CEL courses; Physical Therapy in the College of Health offers 4 CEL courses; Public Administration in the College of Social and Behavioral Sciences offers 3 CEL courses.  Pharmacotherapy (offers 2 CEL courses) is home to Nancy Nickman, PhD, the 1995 Campus Compact Thomas Ehrlich Faculty Award for Service-Learning.
Web Link (if available)	<a href="https://dentistry.utah.edu/">https://dentistry.utah.edu/</a>  <a href="https://mpa.utah.edu/">https://mpa.utah.edu/</a>  <a href="http://plan.cap.utah.edu/prospective-students/degrees-offered/master-of-city-and-metropolitan-planning/">http://plan.cap.utah.edu/prospective-students/degrees-offered/master-of-city-and-metropolitan-planning/</a>  <a href="https://health.utah.edu/physical-therapy-athletic-training/">https://health.utah.edu/physical-therapy-athletic-training/</a>  <a href="https://law.utah.edu/clinical/">https://law.utah.edu/clinical/</a>

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

Is Community Engagement integrated into this area?	
What has changed since the last classification?	
Web Link (if available)	

### 2.2.

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

The 2010 classification process served as a spring board for a renewed commitment to community engagement work across the university. Once the application was complete, the task force immediately turned its attention to consideration of the “lessons learned” from the assessment process. The larger task force divided into two working groups and each of these met monthly from November 2010 through May 2011. The two working groups presented their recommendations to the task force retreat in May 2011, and the recommendations of the task force were finalized. This resulted in University of Utah Community Engagement Faculty Task Force Report. The recommendations focused on three themes: faculty support, measurement and reporting, and awareness and publicity. While many of the recommendations were adopted (i.e., dual reporting structure for the Bennion Center, the service learning (SL) designation was changed to community engaged learning (CEL)), many were not. As this 2020 application demonstrates, community engaged scholarship is plentiful at the University of Utah however, the decentralized nature of a large, R1, state university continues to be a challenge for university-wide implementation of data collection and management.

As we move forward, several curricular strategies are being considered. As with the last application, the 2020 application has generated campus-wide discussion of future curricular initiatives: focus on supporting and developing engaged departments and colleges; bringing the UHealth campus and the main campus community engagement efforts into better communication; adoption of university-wide data collection software; differentiate faculty workshops and presentations in order to focus on appropriate audience; increase the number of CEL courses available in the general education curriculum; and increasing the number of CEL courses integrated with other high-impact educational practices (community engaged learning abroad, community engaged undergraduate research, and community engaged learning communities).

## B. Co-Curricular Engagement

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

Co-Curricular Engagement	Selected	Description
Social Innovation/entrepreneurship	Yes	<p>The Lassonde Entrepreneur Institute is a nationally ranked hub for student entrepreneurship and innovation at the University of Utah and an interdisciplinary division of the David Eccles School of Business. The institute now provides opportunities for thousands of students to learn about entrepreneurship and innovation. Programs include workshops, networking events, business-plan competitions, startup support, innovation programs, graduate seminars, scholarships, community outreach and more. All programs are open to students from any academic major or background.</p> <p>Highlights from the 2017-18 academic year include Clean Fare – a student designed and implemented program allowing users track environmentally friendly trips (walking, biking, public transportation) to earn points toward rewards. Sam Hirsh, founder, reflects that: “The key to making an entrepreneurial venture successful is to be passionate about your project and its impact.”</p> <p><a href="https://cleanfareapp.com/">https://cleanfareapp.com/</a></p> <p>Another highlight includes Project Embrace led by Mohan Sadabattula, collects durable medical equipment like crutches, medical boots, and wheelchairs, sanitizes and repairs them and then redistributes them to patients worldwide who have difficulty accessing such devices. Devices have been donated to India, Swaziland, and the Navajo Nation (USA).</p> <p><a href="https://www.projectembrace.org/">https://www.projectembrace.org/</a></p> <p>A complete list of projects can be found here: <a href="https://lassonde.utah.edu/launched/">https://lassonde.utah.edu/launched/</a> Additional highlights from 2017-2018: <a href="https://lassonde.utah.edu/wp/wp-content/uploads/2018/09/Lassonde-annual-report-2018.pdf">https://lassonde.utah.edu/wp/wp-content/uploads/2018/09/Lassonde-annual-report-2018.pdf</a></p> <p>The Lassonde Entrepreneur Institute is tracking student engagement as a department; however, no information is reported to a transcript and/or official record. Student can opt in to pathways to deeper community engagement through the Innovation Scholars program.</p> <p><a href="https://lassonde.utah.edu/innovation/">https://lassonde.utah.edu/innovation/</a></p>
Community service projects - outside of the campus	Yes	<p>The Bennion Center conducts Saturday Service Projects (5 annually). Each partner is asked to provide education prior to the project begins related to the issue/population/etc. that is addressed by the organization and the day’s project. Following the project, the student site leader leads a reflection related to the broader theme of the Saturday Service Project and that includes discussion about the specific project.</p> <p>Partners for the Saturday Service Projects are solicited by student leaders and the community partner and student leader set the project and expectations cooperatively. Typically, projects and partners exist both on and off campus for each event.</p> <p>Tracking is conducted through the University’s Form Tools system. This is managed by staff at the Bennion Center and is not accessible to students nor is it reported on a</p>

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		<p>transcript.</p> <p>While there are no clear pathways from this programming, students do receive information regarding other ways to become involved, including leadership roles, which may influence their engagement.</p>
Community service projects - within the campus	No	
Alternative break - domestic	Yes	<p>The Bennion Center’s Alternative Breaks program—awarded Break Away’s 2014 “Alternative Breaks Program of the Year” award in 2014—has engaged University of Utah students, staff, and faculty in co-curricular engagement since its inception in 1997.</p> <p>The Alternative Breaks program has a robust curriculum of Justice-based training for its student Site Leaders and Staff/Faculty Partners, engaging its leadership in conversations ranging from identity exploration and accompliceship to ethical social media and inclusive lodging, logistics, and engagement practices. Additionally, the program facilitates Justice Workshops for all of its roughly 230 student participants each year. Through these sessions, participants are invited to explore their own identities, unpack the unique systems of privilege and oppression that they may experience because of them, and evaluate their role in communities by reflecting on their power and that of the individuals and organizations alongside which they work on their Alternative Breaks experiences and in their home communities.</p> <p>The program centers reflection as one of the components of a quality Alternative Break experience. Along with direct service and education, reflection is part of all experiences’ daily itineraries, encouraging participants to connect their work in communities and their academic pursuits (both within the experience and beyond) in order to reaffirm their commitment to Justice work and lifelong active citizenship. Reflection, however, is not approached as a time-bound event, but an ongoing process. The program’s dedication to reflection is perhaps most visibly exemplified in the Reorientation event which follows each fall and spring break. During this event, all persons involved in Alternative Breaks are invited to revisit their AB experience after having returned to their usual routines. Attendees reflect again on the Alternative Break experience, evaluate the work they’ve done since they’ve returned, and again are encouraged to articulate for themselves how they intend to be involved in their communities as conscientious and active citizens moving forward.</p> <p>The program also centers reciprocity in all of its liaising with local and distant community partners. While participants gain valuable experiences with unique non-profit, public service, and other community engagement models through direct engagement and conversations with staff, the program strives to also lend capacity and sustained support to these organizations through ongoing, meaningful partnerships. One organization, New Americans Museum in San Diego, CA, has discontinued its work with other Alternative Breaks programs, but continues to be excited for the return of University of Utah students due to the lasting and mutually beneficial partnership fostered between the organizations over the past several years.</p> <p>Students who participate in all Alternative Breaks programs participate in the Bennion Center’s pre &amp; post engagement civic competencies surveys as well as the Active Citizen Continuum self-assessment.</p> <p>Engagement is tracked at the Bennion Center but is not reported to a transcript or record.</p>

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Alternative break - international	Yes	<p>One of the Bennion Center's Alternative Breaks program sites is international, in Vancouver.</p> <p>Medical students and other health students often use the summer break to engage in community partnerships abroad, including in Ghana, Guatemala and Ecuador.</p>
Student leadership	Yes	<p>The Bennion Center utilizes a student leadership model for every program area: Alternative Breaks, Community Outreach, Communication Team, Student Directed Programs, Service Corner, Service House, Utah Reads and the Student Board. While each position description varies, every program area relies on these student leaders to onboard, train, and support the student participants. In addition, the majority of these student leaders are the primary contact for the community partnership. These students develop cooperative goals, recruit student volunteers, conduct reflections, and submit regular metrics. In addition, the Student Board has a representative from each area of involvement and is responsible for setting the goals and priorities for each academic year. In addition, each Student Board member serves on a sub-committee of the Bennion Center's Advisory Board with 2 members serving on the Executive Committee of the Advisory Board.</p> <p>Engagement is tracked at the Bennion Center but is not reported to a transcript or record.</p> <p>UtahPresents offers a 2-year Graduate Student Fellowship in partnership with the Education Leadership and Policy Program. The position works with the UtahPresents' Community Engagement Manager to design and deliver both campus and community-based community engagement activities. Each year, this student leader then integrates their experiential learnings back into the curriculum of their program.</p>
Student internships	Yes	<p>The Career Services Internship Program (CSIP) is a short-term, hands-on, supervised work experience with a professional organization that increases the student's knowledge and understanding of a professional career field. It differs from a part-time job or volunteer experience in that an internship is designed to increase student knowledge, allow development of additional skills, and provides exposure to world of work and service.</p> <p>Learning outcomes are developed in partnership with the employer and must tie back to a student's field of study and the employer's needs. Throughout the internship, reflections are required to determine the progress on learning outcomes and a final paper/reflection is completed at the conclusion of the internship.</p> <p>Internships are available with for-profit, non-profit, and governmental agencies. The employer is selected by the student and is evaluated by Career and Professional Development (Assistant Director of Employer Engagement &amp; Internship Development).</p> <p>As a special internship program, Crimson Projects focuses deeper in the mentoring aspect in developing students, with learning objectives, while working on a specific need of the participating organization (business, non-profit, government). The mentoring function involves a partnership between the U's Crimson Projects team and each participating company. The Crimson Projects team provides assistance to company mentors who supervise the work of students, ensuring a successful outcome for the student and the company. Mentoring enables each student to learn as they work towards project deliverable objectives, with the goal of producing meaningful and valuable outcomes for the company, while extending the student's academic knowledge into practice.</p> <p>Engagement is tracked at The Career and Professional Development Center but is not reported to a transcript or record</p>

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Work-study placements	No	
Opportunities to meet with employers who demonstrate Corporate Social Responsibility	Yes	<p>The Career and Professional Development Center hosts a Career &amp; Internship Fair, a STEM Career &amp; Internship Fair, and a Student Job Fair occurring each semester. While employers who demonstrate Corporate Social Responsibility are not specifically identified, all employers are welcome – business, non-profit, government).</p> <p>During the 2017-2018 academic year, Career and Professional Development also hosted Meet &amp; Eat series – invited employers visit campus each week that includes lunch and highlights opportunities for students at their respective companies. New employers visit each week and reach students from a variety of disciplines.</p> <p>Engagement is tracked at The Career and Professional Development Center but is not reported to a transcript or record.</p>
Living-learning communities/residence hall/floor	Yes	<p>Housing and Residential Education utilizes the Residential Learning Model. One of the identified educational priorities in this model is Civic Engagement. The learning outcomes for this model are:</p> <p>Students will be able to compare and contrast how their actions affect the residential community both positively and negatively.</p> <p>Students will be able to distinguish their personal role in fostering a positive residential community.</p> <p>Students will be able to describe one or more ways in which their service or career path impacts the local or global community.</p> <p>Students will be able to examine their diverse social interactions for micro-aggressions and unintended negative impacts.</p>
Student teaching assistants	Yes	<p>Community Engaged Learning Teaching Assistants are selected by the faculty member teaching the course. The Bennion Center is currently developing a CEL-TA online training module that will be required for all Teaching Assistants before the stipend is received. The training module will cover: best practices in community engaged learning and how the TA will help facilitate those experiences; communicating with community-partners and developing partnerships; diversity, equity, and social justice within communities.</p>
Athletics	Yes	<p>Student-athletes served the community in 7 main categories: Children and Youth, Civic and Community, Education, Health, Public Safety, Environment, and Working with Seniors.</p> <p>In 2017-18 student-athletes attended 44 opportunities at 23 organizations, including 10 different schools in the area. They also participated in campus opportunities working with partners like the Bennion Center and the University's Edible Campus Garden. Health-related organizations included the Huntsman Cancer Institute, Make a Wish Foundation, Primary Children's Hospital and the Ronald McDonald House. Student-athletes volunteered with a national organization called Team Impact who help to match a child with a chronic illness with a University of Utah athletic team. Finally, the Crimson Council (Student-Athlete Advisory Council) organizes their own events to give back to the community, like their annual Trunk-or-Treat event.</p> <p>When our student-athletes participate with a community organization, we utilize the staff of the organization to provide educational experiences – this includes sharing information</p>

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		<p>about the mission of the organization, the population they serve, and the direct impact of the organization on the community. Group reflections and discussions are held to call attention to community needs, opportunities for further engagement, and personal experiences.</p> <p>In addition, Athletics partners with the Bennion Center to honor the Utah Athletes in Service each fall. In 2017, two female soccer players were recognized with this award (Hailey Skolmoski, Julianne Mathias). Skolmoski, an Elementary Education &amp; HDFS Early Childhood Education major, volunteered regularly with the Utah Development Academy – serving as a tutor (math, reading, writing) and working with individuals 1:1 for ACT preparation. Mathias, Health Promotion and Management, completed the Bennion Center Scholars program and also served as a regular volunteer for the VA Nursing Home, tutor at Bryant Middle School, and as an Assistant Coach for Girls on the Run. Athletes were also required to submit a reflection as part of their application for this award, Mathias says “I’ve had a lot of people step up and serve me in my youth. From their influence and example, I have witnessed the tiny miracles that result from giving to others. I choose to serve because I want to assist just as those that helped me. Additionally, it allows me to learn and diversify my thoughts.”</p> <p>Athletics utilizes the Helper Helper system for tracking student-athlete engagement. This is not reported to a transcript or official record.</p>
Greek Life	Yes	<p>Fraternity and Sorority Life primarily participate with community engagement through philanthropic efforts. Members of fraternities and sororities annually raise funds for various national and local causes through special chapter events, phone solicitation opportunities, and participation in community fundraising events. During the 2017-18 academic year, organizations raised \$73,317.71.</p> <p>In addition, many chapters participate in community engagement experiences organized by each chapter’s philanthropy chair. Many sororities engage with local elementary schools and literacy programs. Delta Gamma is the primary volunteer source for the Friends for Sight organization. Beta Theta Pi conducted educational outreach for the Rape Recovery Network regarding victim advocacy and sexual assault awareness. During the 2017-18 academic year, students involved in Greek Life gave 4,839 hours.</p> <p>Tracking is conducted through each chapter’s philanthropy chair. Some chapters integrate the Bennion Center’s civic competency model but this is not a universal process.</p>
Other (please specify)	Yes	<p>The Women’s Resource Center facilitates the Go Girlz program in cooperation with University Neighborhood Partners at 5 elementary and middle schools, and 1 high school in order to encourage self-empowerment, community leadership and higher education. University of Utah Graduate Students (5) serve as the location/school facilitators. <a href="https://womenscenter.utah.edu/initiatives/go-girlz.php">https://womenscenter.utah.edu/initiatives/go-girlz.php</a></p> <p>UtahPresents and the Utah Museum of Fine Arts both provide co-curricular engagement opportunities for experiential learning opportunities. A variety of workshops, performances, and exhibits are offered. Experiences include connecting with professional artists and are often cross-disciplinary.</p>

**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.**

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The University of Utah does not have a universal or centralized system for co-curricular engagement tracking. Many departments track student involvement – however, this is not reported to a central office nor on a student's transcript or official record.

For the 2017-18 academic year, the indication of community engagement available on a student's transcript/record was enrollment in a Community Engaged Learning (CEL) designated course or student who completed the Bennion Center Scholars program are eligible for a transcript designation.

### **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.**

The Bennion Center utilizes a pre- & post-service assessment model allowing self-identification of civic competencies (awareness, skills, habits, and values) and a final reflection. This process encourages students to consider the depth of their community engagement and how they can make an impact in their community. In addition, the Bennion Center offers leadership positions to students each year that enhances their level and depth of engagement. Students are informed of and recruited for these opportunities through direct invitation, outreach to advisors and departmental contacts, and general announcements. The Bennion Center's Alternative Breaks program also uses the Active Citizen Continuum (member, volunteer, conscientious citizen, active citizen) for students to express their level of engagement in addition to the pre/post assessment of Civic Competencies.

% of Students who indicated their competencies were increased during the 2017-2018 academic year due to their involvement with the Bennion Center (71 respondents)

Civic Awareness: 100%

Civic Skills: 98.1%

Civic Habits: 98.6%

Civic Values: not assessed

### **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.**

At the University of Utah students have broad and diverse opportunities for community engagement. The well-structured, firmly-established, and widely-supported Lowell Bennion Community Service Center provides many avenues for student-led programming, projects, and initiatives. <https://bennioncenter.org/>

Student-led initiatives include Alternative Breaks, First Year Service Corps, Project Youth, Service Corner, (Bennion) Service House, Student-Directed Programs, and Utah Reads. Each area's staff partner and community partner provide guidance and mentorship to the student leaders as they navigate the direct service, philanthropic, community engaged scholarship, advocacy, social entrepreneurial, and policy pathways of community engagement. This support allows students to lead in the often unpredictable world of nonprofit and government agency partnerships. Students recruit other students and collaborate with community

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organizations, and make decisions about how to go about addressing critical needs in just, compassionate, and collaborative ways. In addition, the Bennion Center provides students an opportunity serve on its Student Board which has a thirty-one year history and tradition of helping to guide the direction and priorities of the Center. <https://bennioncenter.org/about/student-board.php>

Since the last Carnegie Classification in 2010, the Bennion Center has created a community engagement assessment team which is composed of faculty, students, and staff. This team relies upon student input and decision-making to assess both the community impact of programs, projects, and initiatives, but and also the learning outcomes of the students involved in those endeavors. Beginning in 2017, the Bennion Center began a strategic design process which yielded a recent change in the vision, mission, and values of the Center. Students were instrumental in this process and will be critical players as it rolls out and proceeds over the next several years. The Bennion Center recognizes students' leadership, excellence in community engagement, and service through awards, scholarships, and fellowships. <https://bennioncenter.org/students/funding-opportunities/index.php> Additionally, successful engaged students who complete the curricular and co-curricular requirements for the Bennion Scholars program earn a designation on the academic transcript or their achievement. <https://bennioncenter.org/students/bennion-center-scholars/index.php>

The University of Utah has a robust student government—the Associated Students of the University of Utah (ASUU) <https://asuu.utah.edu/>. ASUU serves as a hub for more than 600 student clubs and organizations, many of which have a focus on community engagement and service. Within the executive branch of ASUU sits the Government Relations Board. This team works to engage students in local, state, and national politics as well as connecting students to any civic or community opportunities available to them.

The University of Utah's Hinckley Institute of Politics offers several awards, scholarships, internships, and fellowships for students who engage in the governance and policy pathways of community engagement. <https://www.hinckley.utah.edu/>

**B.5. Describe how institutions have designed new programs and initiatives, or re-designed existing ones, to both increase students' access to and participation in community-engaged activities (particularly students who are not currently engaged) so that a relatively larger portion of students have the opportunity for developing the cultural competencies, asset-based approaches, and values of reciprocity for engaging with communities.**

The Bennion Center at the University of Utah has increased student access and participation in community engagement since 2010. First, the Center has designed and begun the process of assessing learning outcomes for all community engagement work throughout the University—starting with the Bennion Center programs. These outcomes take the form of civic competencies and include: civic awareness, civic skills, civic values, and civic habits. Second, the Bennion Center has increased the quality and quantity of designated community engaged learning (CEL) course offerings across academic disciplines. The Center has provided trainings, workshops, financial support, and otherwise assists faculty to design or re-design courses in which students gain cultural competencies, civic competencies, and understandings to create and sustain reciprocal community partnerships. Third, the Bennion Center has expanded its Alternative Breaks offerings and redesigned its curriculum to integrate the explicit learning outcomes including justice and civic competencies. In 2010, the Center sponsored eleven trips over Spring Break. Today, students can enroll in twenty different weeklong experiences or two weekend trips. Additionally, students now have the option to enroll in Alternative Breaks for academic credit. Further, the Bennion Center has created campus-wide partnerships with academic and support units to increase access to community engagement for more students. These active partnerships include: The Hinckley Institute of Politics, Marriott Honors College, Lassonde Institute for Entrepreneurship, Eccles Global,

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Learning Abroad, Office of Engagement, University Neighborhood Partnership, Undergraduate Research, and the LEAP Program.

## C. Professional Activity and Scholarship

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### C.1.

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

Tenure-track and career-line faculty across the university are engaged in the scholarship of teaching and learning, and regularly publish and present on this topic. The university has encouraged this work through the creation of the Bennion Center Public Service Professorship, which supports the integration of research into community engaged learning (CEL) and creates opportunities for faculty to evaluate and present on their CEL projects.

Examples include:

[Example 1] Tenure track faculty members in the College of Education worked for over a decade on a partnership with a local school that promoted cultural pride and college-going culture through critical race and Chicana feminist lenses. A key strain of their research focused on an innovative CEL program through Ethnic Studies that brings college students of color into schools as mentors. This research was presented most recently in their book *Transforming Educational Pathways for Chicana/o Students: A Critical Race Feminista Praxis*, from Teachers College Press (2016).

[Example 2] A career-line faculty member in Occupational Therapy has developed an innovative community-based approach to educating future occupational therapists through CEL partnerships with local agencies. She writes and presents on this approach around the country, for example: Smith, Y. J., Cornella, E., & Williams, N. (2014). Working with populations from a refugee background: An opportunity to enhance the occupational therapy educational experience. *Australian Occupational Therapy Journal*, 61, 20-27.

[Example 3] A tenure-track faculty in law combines research, teaching, and community engagement through a partnership with a pro-bono law clinic, exploring, among other things, how this helps develop students' understanding of their public role as lawyers. Products include the article "Community Based Research: Introducing Students to the Lawyer's Public Citizen Role, 9 ELON L. REV. 67."

[Example 4] Tenure-track faculty members in architecture are part of a national conversation about the role of community engaged learning in architecture, rooted in partnerships like DesignBuildBluff. For example, see chapters of the recent book, *The Design-Build Studio: Crafting Meaningful Work in Architecture Education* edited by Tolya Stonorov.

[Example 5] A tenure-track faculty member in the department of Recreation, Parks, & Tourism is an advocate for engaged teaching and learning in his field, and has disseminated his work through products like, Schwab, K.,

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Greenwood, B., & Dustin, D. (2014). Service first: Embracing the scholarship on teaching and learning through active engagement in parks, recreation, and tourism education. *Schole: A Journal of Leisure Studies and Recreation Education*, 29(1), 26-36.

## 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.

[Example 1] A tenure-track nursing faculty is working on a 5-year Office of Women's Health-funded trial, rooted in CBPR research methods, evaluating the impact of culturally tailored wellness coaching, delivered by community health workers, on the health behaviors and weight changes in women of color and their families. Products created in collaboration with partners include: Simonsen, S.E., Ralls, B., Guymon, A., Garrett, T., Eisenman, P., Villalta, J., Tavake-Pasi, O.F., Mukundente, V., Davis, F.A., Digre, K., Hayes, S., & Alexander, S. (2017). Addressing Health Disparities from Within the Community: Community-Based Participatory Research and Community Health Worker Policy Initiatives Using a Gender-Based Approach. *Women's Health Issues*, 27, S46-S53.

[Example 2] A tenure track faculty in Sociology, along with colleagues in medicine and health, has been partnering with a local free health clinic to promote health of underserved populations. The partnership has published over 40 peer-reviewed publications, in collaboration with staff of the clinic as well as students. E.g. Kamimura, A., Panahi, S., Rathi, N., Weaver, S., & Ashby, J. (2019). Cancer risk awareness among uninsured primary care patients. *Southern Medical Journal*, 112(2), 112-117.

[Example 3] A team of tenure track and non-tenure track faculty from City and Metropolitan Planning, Honors College, and Education launched the ongoing Mestizo Arts & Activism partnership, which brings together high school-aged students and college-aged mentors to run youth participatory action research (YPAR) projects around youth-identified issues in the community. This partnership has produced an array of community-facing and academic products created or co-created by youth, some of which can be found on their website: <https://maacollective.org/projects/>

[Example 4] A non-tenure track faculty member in Social Work co-leads the partnership Community Voices for Housing Equality, a participatory action research project looking at housing issues, such as landlord-tenant relationships, in communities of immigrant and refugee background. Co-created outputs include public education efforts and academic products, e.g., Byrne, K., Kuttner, P. J., Mohammad, A., Goldberg, E., & Magaña, G. R. (2018). This is our home: Initiating participatory action housing research with refugees and immigrant communities in a time of unwelcome. *Action Research*.

[Example 5] A tenure-track faculty from the College of Education is working on a participatory design research project that brings together parents and professional educators to co-design new forms of family-school partnerships. Among the products is a report on round-one of the co-design process: López, G., Mayer-Glenn, J., Yanagui, A., & Kuttner, P. J. (2016). Re-Imagining school community councils. Salt Lake City: University Neighborhood Partners, University of Utah.

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## 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.

[Example 1] The Center for Clinical and Translational Science (CCTS) Program Manager/Community Liaison facilitates researcher-community collaborations, and is a co-author on all publications and presentations, including research on community collaboration per se. An example is the inclusion of Dr. Stark and Dr. Coulter of the CCTS in the following author list: Lai D, Bodson J, Davis FA, Lee D, Tavake-Pasi F, Napia E, Villalta J, Mukundente V, Mooney R, Coulter H, Stark LA, Sanchez-Birkhead AC, Kepka D. (2017). Diverse families' experiences with HPV vaccine information sources: A community-based participatory approach. *J. Community Health* 42(2):400-412. doi: 10.1007/s10900-016-0269-4; PMID: PMC5337438

[Example 2] University Neighborhood Partners (UNP) staff regularly present on their place-based partnership model in academic and practice-oriented spaces and have published on their work, most recently in the article: Kuttner, P. J., Byrne, K., Schmit, K., & Munro, S. (2019). The art of convening: How community engagement professionals build place-based community-university partnerships for systemic change. *Journal of Higher Education Outreach and Engagement*, 23(1). Since the last classification, UNP has made dissemination of its place-based model a key strategy in its strategic plan.

[Example 3] Staff at the Bennion Center present and publish on their community engaged learning model and its impact on both students and community partners. For example: Basinger, N. & Hunter, R. (2014). A service-learning approach to organizational capacity building with communities of immigrant and refugee background. *Journal of Community Engagement and Higher Education*. 7(2), 19-29.

[Example 4] Professional staff collaborate with external researchers in the field of community engagement, sharing their expertise, experiences, and program data. Most recently, this led to the university's work being featured in the 2019 Field Guide for Urban University-Community Partnerships, from the Institute for Advanced Studies in Culture.

[Example 5] The Hartland Partnership Center, a hub of interconnected university-community partnerships, has become a replicated model across the Salt Lake valley, in part through publications, presentations, and consulting by professional staff and their partners. For example, Mileski, K., Mohamed, A., & Hunter, R. (2014). Creating inclusive spaces for partnership: Responses from local leaders engaged in a community-university partnership centre. *Gateways: International Journal of Community Research and Engagement*, 7(1), 144.

These activities have been supported by internal/external grant or department/college funding.

## **D. Community Engagement and other Institutional Initiatives**

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### 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 of Utah has programs, initiatives, partnerships and opportunities that engage community as we

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aim to increase student, faculty and staff diversity while also supporting a welcoming and inclusive campus. Below are a few examples. University Neighborhood Partners (UNP) builds university-community partnerships focused on resident-identified issues and opportunities. It serves as a convener, bringing partners to the table to share ideas, identify common goals, and create their own initiatives ( <https://partners.utah.edu/> ). UNP was created in 2001, and has continued to grow its partnerships, staff and work in Salt Lake's diverse west side. UNP has provided University of Utah faculty and students additional opportunities to work with diverse communities since the last Carnegie application, including the growth of the Hartland Partnership Center (relocated to bigger 10,000 square foot building in 2012, which allowed for growth in this comprehensive capacity-building project that now brings together 30 university departments and 20 local nonprofit organizations) and the startup incubator (community members seeking to turn ideas and skill sets into businesses and nonprofits with support from University students, faculty and additional community mentors).

The University of Utah's Office for Equity and Diversity puts on several major events on campus each year that engage communities of color in Salt Lake City (<https://diversity.utah.edu/>) (click Events). High-school conferences are hosted by individual student groups in the Center for Ethnic Student Affairs and the American Indian Resource Center. These events engage high-school students from various communities of color to encourage college enrollment in general and share information about the University. Read more about the high-school conferences here: <https://diversity.utah.edu/recruitment/> Lastly, a new (within past couple of years) initiative to increase the presence of Pacific Islands students, staff and faculty began a few years ago with the hiring of several faculty members specifically tasked with creating a Pacific Islands Studies curriculum, a culturally welcoming community at the University of Utah, and a health center to serve this community in Salt Lake City. The School for Cultural and Social Transformation has become the hub of this interdisciplinary initiative that recently received a \$600,000 Andrew W. Mellon Foundation grant specifically to engage with the Salt Lake City Pacific Islands community to advance interdisciplinary and humanistic approaches to Pacific Islander research and teaching, help the University of Utah become a more welcoming place for Pacific Islanders, and grow the enrollment of Pacific Islands students. <https://attheu.utah.edu/facultystaff/building-an-educational-bridge/>.

The University of Utah's Health Equity and Inclusion Office has added Patient Voices seminars to explore diverse population experiences with providers (open to University and community members), as well as created a Community Read series to bring community members, students, faculty and staff together to discuss topics around diversity and inclusion. <https://uofuhealth.utah.edu/inclusion/ongoing-series/>

The Bachelor of Social Work Program has made a concerted effort at connecting and engaging with community-based institutions and personnel with the goal of increasing the diversity and inclusion of students in the program. In doing so, the number of Hispanic/Latino and Non-Resident Alien students have increased, 117% and 250%, respectively.

## 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.

The LEAP program (<https://leap.utah.edu/>) is a learning community for students at the University of Utah which serves 800-1,000 student per semester. The mission of LEAP, now in its 25th year, is to support student success by helping students transition to the University confidently, learn skills necessary for success in higher education such as critical thinking, information literacy, and teamwork while meeting general education requirements, and build connections (across courses, on and off campus, and self-assessment connections). Courses continue to grow in number, as do students served and community partners worked with. Overall, LEAP students are retained and graduate at higher rates than non-LEAP students. Several LEAP courses provide a

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community-engaged component. Service LEAP examines the intersection of community, racism, and immigration. Students provide 50 hours of community service to an agency serving people with refugee status. There are two multi-year LEAP sequences – Pre-Law LEAP and Health Science LEAP that recruit students from communities underrepresented in the targeted professions. Pre-Law LEAP 3700 requires students to engage in a semester-long community engagement project with the Quinney Law School Pro Bono clinics or the Rocky Mountain Innocence Project. Health Sciences LEAP is a four-year pipeline program for students from communities underrepresented in the American healthcare system who seek careers in health and medicine. Fourth year Health Sciences LEAP students have taken a two-semester required community engagement class since 2004. Projects for 2017-18 year are the mentoring of third-graders at a school with a large minority population in an attempt to introduce them early to the possibilities of college, and mentoring minority high school students.

In 2012, the University opened the Office of Engagement, which connects community with the promises of higher education in important ways. This team, with a key focus on serving underrepresented students, works from cradle to career, to connect with youth in the community and support them to and through higher education. This team has active programs working hand in hand with youth in foster care and the agencies that serve them, first generation students, tribal communities, and undocumented and DACAmented students and their communities. The Office of Engagement's Dream Center works holistically with undocumented students and their families from college access to graduation. The Dream Center (1) engages in specialized college outreach and access strategies, (2) provides individualized mentoring and scholarship support for current and future University of Utah undocumented students, (3) promotes campus-wide advocacy and training for University of Utah students, faculty, staff and administration, and (4) increases community-wide awareness of policies affecting current and future University of Utah undocumented students. Additionally, Defining Your Path hosts field trips to the University to spark students' interests and provides them with a path to college access. Visits to campus expose and encourage students of all ages and demographics to pursue higher education. Students participate in engaged learning that enriches their knowledge of a subject, instills in them goals to work hard in high school, and allows them to meet and interact with college students (<https://engagement.utah.edu/>).

## 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.

The Office of Research Participant Advocacy and Research Translation and Interpretation strives to ensure there is equal access, opportunity and inclusion in research for all community members locally and beyond. The office's advocacy program educates the community about the importance of participating in research and about what to expect while participating, with an emphasis placed on underrepresented communities. The team serves as a voice for participants to address concerns and to share their experiences with the research enterprise in developing patient-centric research. The office assists with language support and access to eliminate language barriers in research, and works to increase the awareness across campus for the need for diversity in research that can be accomplished by building and maintaining relationships of trust and reciprocity with community members and organizations. This office started in 2008 with one person and has grown in the last few years to include an in-house Spanish research focused translation team of three, a 0.75 FTE participant advocate and consultation services from two vendors for additional language needs. The office can support 20 languages compared to 2010 when only Spanish support was provided.

The Bennion Center and Center for Teaching and Learning Excellence sponsor a community engaged learning faculty learning community. The group explores a variety of topics including community based research. This

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topic includes presentations from past faculty and best practices on how to work with communities in a manner that ensures reciprocity, develops shared goals and empowers all stakeholders. It also addresses challenges and discusses “non-reciprocal examples of community based research.” This faculty learning community started after 2010 in an effort to grow community engaged learning opportunities for faculty.

## 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.

Started in 2016 in the University of Utah College of Engineering, the new Manufacturing Extension Partnership (MEP) Center is designed to deliver services to small- and medium-sized manufacturing companies by providing expertise in technology, worker education, and how to make connections with investors. The Utah center is part of a national MEP network that assists America’s smaller manufacturers. Managed by the U.S. Commerce Department’s National Institute of Standards and Technology (NIST), the network consists of MEP centers in all 50 states and Puerto Rico. The MEP Center received funding from NIST and the Utah Governor’s Office of Economic Development <https://mep.utah.edu/> and includes partners from nonprofit, private and public organizations. In 2017, the MEP Center helped partners increase sales \$30,540,000, while reducing costs \$825,000 and retaining \$1,420,000 in sales.

Huntsman Cancer Institute (HCI) receives funding from the National Cancer Institute as part of the Cancer Center Support Grants, while individual and team researchers have additional funding from NIH, NCI and other federal agencies. Examples of work started or that continued to grow in 2017-18 includes: the Intermountain West HPV Vaccination Coalition (<https://healthcare.utah.edu/huntsmancancerinstitute/about-us/hpv-coalition.php>), which brings together immunization program representatives within cancer control, pediatric and primary care specialists, as well as parents and community members; the Center for Health Outcomes and Population Equity (HOPE) (<https://uofuhealth.utah.edu/huntsman/labs/center-for-hope/>), which serves as a bridge with researchers and community organizations to create long-term health solutions among underserved populations; and the Community Advisory Board, which includes 38 members from Utah and Mountain West States representing government, community and business organizations, as well as safety net health care clinics, large hospital systems, cancer survivors, and religious organizations. HCI has developed educational and skin screening partnerships with Utah ski resorts (more than 500 ski employees screened since 2011), U.S. National Parks (250 park rangers and visitors provided education about sun safety) and Boy Scouts of America (205,000 Boy Scouts and 68,000 troop leaders received education since 2014).

In collaboration with the Substance Use Disorder Treatment Training Certificate (SUDC) Program at the University, the Bachelor of Social Work (BSW) Program has made concerted efforts that support federally funded grants for Broader Impacts of Research activities of faculty and students. In 2017, the SUDC Program was awarded a federal grant from the Health Resources and Services Administration in the amount of \$1.2 million. In addition to covering a percentage of educational costs for students/trainees in the SUDC Program, the funds from this grant have helped researchers examine the educational training of future substance use disorder counselors. Finally, this work has contributed/is contributing to a collaborative research partnership between University faculty members and students.

The University of Utah's Research Development Office hosts National Science Foundation (NSF) workshops and on-boarding trainings that provide a guide to existing outreach and diversity programs, many of which have community partners that faculty may want to partner with. This area is growing across campus.

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## 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.

The Government Relations Board of Associated Students of University of Utah (ASUU - University of Utah's Student Government) partnered with Emerging Leaders of Utah to host the Emerging Leaders Initiative Newsworthy Millennial Involvement event. The event was designed to help young Utahans navigate the process of serving on community boards, commissions, and committees, as well as inspire students to become civically engaged.

The board attended numerous campus events with the goal of getting attendees to register to vote. They registered 344 students through this avenue.

The board held regular voter registration tabling sessions outside of the Union to register students. 1,008 students were registered through this avenue.

The board partnered with the Hinckley Institute of Politics and Running Start to host an ElectHer event on campus to encourage femme-identifying students to pursue elected positions. This event featured talks from current female Representatives serving on the Hill as well as the highest elected female leader in ASUU, which last year was our Vice President of University Relations, Zoe Kozlowski.

The board hosted Higher Ed Day at the Legislature, where they brought ASUU leaders to the Capitol building during the 2018 Legislative Session to meet with different representatives (including the state Attorney General!) and learn how to navigate the legislative process.

Campus Relations Board conducted a forum for students to share their concerns with ASUU (Student Government) and to talk about ways the government can do better (<https://studentaffairs.utah.edu/assessment/documents/annual-reports/annual-reports-2017-18/sli-annual-report-2017-18.pdf>).

The Hinckley Institute of Politics continues to provide forums for students to listen to candidate debates, and learn about other local, state and federal ballot measures (evaluations are given at these forums and debates to track student learning, interest and action). The Hinckley Institute is a founding partner in launching Real Women Run (RWR), a nonprofit committed to empowering women to run for public office and supports RWR trainings. Hinckley partners with the Andrew Goodman Foundation and collects data on student voter registration each year, which totals thousands since beginning at the University of Utah in January 2015.

## 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.

The Bennion Center hosts action and issue luncheons. These events identify community issues, invite experts to speak about the problem and community partners to discuss ways to make an impact either through political or

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volunteer engagement. Topics for 2017-2018 included: Free Speech at What Cost, Standing Up for Utah's Needs, Air Quality, How Get Involved at the Local, State, and National Level, and Legislative Issues and How they Affect Students.

The Bennion Center Service House hosts three dialogues per year with 2017-2018 topics including: Truth About Cancer: Science, Research, and Funding, Ability & Disability, and School to Prison Pipeline. The Associated Students of the University of Utah and Student Leadership & Involvement hosted the CODE (Conference on Diverse Excellence) to create dialogue and build consciousness around systems of oppression, privilege, and solidarity through a social justice lens (<https://asuu.utah.edu/code>).

The Women's Leadership Summit (WLS) aims for women to feel more confident as leaders by helping them build valuable skills and support networks (<https://leadership.utah.edu/wls/index.php>). Community and campus members come together for this summit.

The College of Law has students work with community partners who often face controversial topics, and have students discuss observations and findings in their classes. Partners include: the Rocky Mountain Innocence Project (convictions of innocent people) and Southern Utah Wilderness Alliance and Breathe Utah (environment), along with partners tackling immigration, disability, and juveniles. Beginning in 2012, the College of Law provides centers where students, faculty and community members are invited to explore and discuss events centered on law and biomedical sciences and environmental disputes (The Stegner Center's Environmental Dispute Resolution program - <http://www.law.utah.edu/underCenters>).

The Hinckley Institute of Politics, Tanner Humanities Center, and Barbara and Norma Tanner Center for Human Rights provide forums and lectures for students, faculty, staff and community members. The forums focus on political, social and ethical topics. Forums from 2017-18 included: Write for Rights with Amnesty International; Journey to America: Young migrants and refugees; Black, White, and Mormon II: A conference on race in the Church of Jesus Christ of Latter Day Saints since the 1978 revelation; Global Trade in the Age of Trump; and Terrorists, Criminals and Drug Cartels.

The Bachelor of Social Work (BSW) Program provides opportunities for students to discuss controversial social, political, or ethical issues across the curriculum and in co-curricular programming. These opportunities are made available through curriculum programming including: SW 3550: Social Diversity and Cultural Understanding; SW 4100: Global Community Based Research; SW 4301: Social Welfare Policy and Services; and SW 4440: Social Work Practice III—Organizations and Communities. Additional opportunities are held through varied student organizations in Social Work.

## 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.

The Sorenson Impact Center, endowed in 2013, offers a coveted professional experience for University of Utah students from across disciplines. In the 2017-2018 Academic year, Sorenson Impact engaged with more than 50 student fellows to gain an understanding of social impact and develop a cross-sector skill set that can be implemented in their future careers. The student program is focused on experience and providing the opportunity for domestic and international community learning. A few highlights are listed:

Four student fellows traveled with Sorenson Staff to Eastern Africa to monitor the progress of social

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entrepreneurs, funded through investment from the Sorenson Impact Foundation, to identify a pipeline of promising new social ventures for future investment consideration.

Fifteen student delegates traveled with Sorenson staff to attend the SOCAP Conference in San Francisco, one of the preeminent social enterprise conferences in the Country, working to Accelerating a New Global Market at the Intersection of Money + Meaning.

Two student delegates traveled to Jakarta, Indonesia to attend the international Sankalp Conference – A convening focused on encouraging global inclusive development dialogues with entrepreneurs, impact investors, corporations & governments.

Enabled with funding from three federal grants, the Sorenson Impact Center worked with 15 different government jurisdictions and nonprofits (in the 17-18 Academic year) working to make a measurable difference to a social problem in their community through the pursuit of a Pay for Success project. Sorenson Impacted distributed more than \$2.5M in combined cash awards and technical assistance to the community partners. The technical assistance was provided to the community partners from a combination of Sorenson staff, Sorenson students and leading academic experts. The sub-grantees operate in a wide range of issue areas including disability services, public health, juvenile justice, at-risk youth, and early childhood education.

While all of the classes taught by Sorenson Impact deeply engage students, one has received a community engaged learning designation. MGMT 6780 "Social Venturing" is an MBA class that matches teams of graduate students with nonprofits to resolve a complex, distinct, business problem. Since 2010 the class has assisted an estimated 40 agencies on topics ranging from calculated return on investment to marketing and business plans. Sorenson Impact's work includes many diverse engagements with the nonprofit, governmental, and social enterprise communities.

One highlight from the 2017-2018 academic year is an initiative led by a Sorenson student fellow to develop and draft a business plan for a newly created nonprofit working to serve young adults with Autism as they transition toward a life of self-sufficiency. The engagement included bringing academic research into practice through a collaboration between the Sorenson Student fellow, Sorenson Staff, Faculty from the University of Utah's Department of Education Psychology, and representatives from non-profits serving the Autistic community throughout Utah. ENTP 5800/6800, Poverty Alleviation and Entrepreneurship: This course focuses on the emergence of various market-based approaches to addressing problems and culminates in an 8-day trip to Peru, where the issues discussed in class will be confronted in reality.

## **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.

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## 1. Outreach

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### 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:

Since the 2010 classification many programs and functions have been developed and launched, demonstrating significantly more investment in supporting community engagement across campus. While there are many examples of impactful work, First Star Academy, UtahPresents, and The University of Utah Midvale Clinic collaboration with the Midvale Building Community organization represent a diverse cross section.

UtahPresents, a multi-disciplinary, campus-based arts presenter, was envisioned and established in the 2014/15 academic year. UtahPresents focuses on serving the regional community through a diverse array of programming and projects that connect with both the campus and regional community through the lens of the arts and creativity. In the 2017/18 academic year, and in collaboration with a variety of partners (Equality Utah, the India Cultural Center, and the Office of Sustainability,) UtahPresents served 30+ community partners, 194 k-12 teachers, and approximately 136,000 residents. 322 artists were involved, 45 public performances and 77 unique community engagement activities were offered, and most importantly, countless viewpoints expanded or changed, communities were brought together, issues were explored, dialogue was ignited, and the region was enriched using creativity and the arts.

The University of Utah First Star Academy collaborates with the Department of Child and Family Services and Salt Lake Community College to improve the educational outcomes of youth in foster care in the state of Utah. Nationally, 50% of youth in foster care graduate high school and 1% graduate college. On average, our student participants change schools once every year. This disrupts a youth's social and educational development. By providing consistent and long-term support, First Star helps youth recover from these disruptions and aims to improve graduation rates for the state of Utah. The program works collaboratively with the Division of Child and Family Services and Salt Lake Community College and a variety of other community partners including, but not limited to, the Rape Recovery Center, the Leonardo Museum, the Chill Foundation, and a variety of school districts to design and implement programmatic and curricular services. Finally, First Star co-creates the program and experience with the community served--the youth in foster care and their caregivers. First Star contributes to the stabilization of youth and families in crisis.

The University of Utah Medical School's Division of Respiratory, Critical Care, and Occupational Pulmonary Medicine collaborates through the Midvale Clinic with the Midvale Community Building Community (MCBC) organization to provide care for the local, uninsured population. Faculty from the School of Medicine, the College of Pharmacy, the College of Health, and the College of Physical and Occupational Therapy along with MS students and MCBC have designed, launched, and now run regular, free open clinic sessions, a monthly interprofessional diabetes clinic, and a monthly women's clinic. These resources contribute positively to the overall health of the Midvale community while also decreasing the reliance of uninsured community members on emergency room care. Additionally, the program creates an opportunity for students from all of the health sciences to work together in an interprofessional setting.

### 1.2

What changes have taken place regarding institutional resources (co-curricular student service, work/study student

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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.

Since the 2010 classification, several resources and practices have been implemented to support this critical piece of our institutional mission. These resources demonstrate significantly more investment in community engagement across campus and in partnership with our regional community. Listed here are a sampling of such commitments. In 2012, the University opened the Office of Engagement (OE), which connects community with the promises of higher education in important ways. This team, with a key focus on serving underrepresented students, works from cradle to career, to connect with youth in the community and support them to and through higher education. OE has active programs working hand in hand with youth in foster care and the agencies that serve them; first generation students navigating the pathways to higher education; tribal communities; and undocumented and DACAmented students and their communities, to name a few. OE utilizes institutional resources and raises external funds to support and connect broadly with the community.

Since the 2010 classification, the University launched the Youth Protection and Program Support (YPPS) office. YPPS was established as a centralized resource to promote the safety and protection of youth participating in University of Utah Programs. In addition to providing guidance and connection around policy and best practices, YPPS maintains a database of all programs serving minors, which is a tremendous resource in helping the institution to understand how and where community engagement is happening. In 2011, central administration approved and allocated a substantial financial incentive to colleges and departments to increase the quality and quantity of Community Engaged Learning courses available to students. The new funds were administered by the Bennion Center which designed criteria for quality community engaged learning. This investment is a testament of the University's commitment to community engagement broadly, and specifically worked to encourage faculty innovation to form community partnerships that would lead to deeply engaged learning experiences for students and significant impacts in the community. In 2013, the Health Sciences Core Collaborative group was established. This group is made up of individuals from across health sciences and main campus who are doing community engaged work. They meet monthly to talk about best practices, connect with one another around the work, and move the institution forward in critical ways.

University Neighborhood Partners continues to be a critical space for impact and community engagement. The University's investment in this work results in amplified voices of residents, a cultivation of community well-being, decreased barriers to higher education, and the building of individual and organizational capacity in our community. As of June, 2018, UNP had 87 organizational partners and directly served 3,712 residents of Salt Lake City's west side communities.

The Marriott Library continues to make amazing strides in putting resources into engaging the community. Librarians are embedded within a variety of programs and departments working with diverse populations of students and community members. For example, the Marriott Library plays a critical role in the Office of Engagement's work with the Ute tribe.

## 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.

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## **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 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.

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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	University Neighborhood Partners - Hartland Partnership Center
Organization Name	Hartland Community 4 Youth and Families, Hartland Resident Committee, Somali Self-Management Organization, Somali Youth Center, Karen Community of Utah, South Sudanese Community, Congolese Christian Lead
Point of Contact	
Email	
Phone	
Institutional Partner	College of Fine Arts, Masters of Public Administration, College of Social Work, Department of Psychiatry, Department of Occupational and Recreational Therapy, Diversity Scholars Program, Women's Resource Center, Student Success Advocates, Human Resources
Purpose of this collaboration	The UNP Hartland Partnership Center is a comprehensive capacity-building project that brings together residents, university departments, and non-profit organizations in campus community partnership activities to offer resources such as English language instruction, mental health support, citizenship classes, employment workshops, afterschool and summer programs, and educational resources to the community. Bringing these activities to local residents helps equip all with the tools and resources to more fully participate in the broader Salt Lake Community. Partners work together in a reciprocal learning model to build upon one another's strengths in an effort to facilitate programming that develops community capacity and overcomes economic, linguistic, and social barriers. Within all of partnerships, each person is valued for his or her knowledge, and decisions are made communally, ultimately leading to the creation of a stronger community.
Length of Partnership	15 years
Number of faculty involved	15
Number of staff involved	17
Number of students involved	82

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Grant funding, if relevant	American Express; Synchrony Financial; Thornton Family Foundation; Salt Lake City Arts Council; Beesley Foundation; Anonymous. Total/year around \$250,000
Impact on the institution	Hartland partnerships support educational pathways that lead to enrollment in the U; training for graduate and undergraduate students in a multi-cultural, community based context; help in developing courses and programs (e.g., development of new Masters of Arts Teaching program at the U); cross-disciplinary research opportunities for faculty; assisting in recruitment and retention of faculty of color and engaged faculty; Making permanent the University's commitment to community engagement through infrastructure investment.
Impact on the community	The Hartland Partnership Center model has been replicated in 5 sites across the valley, supporting community capacity building through increased collaboration among families, community organizations, and agencies. Hartland itself has supported the launch and sustainability of grassroots community organizations. Hundreds of youth and adults each year access educational and enrichment opportunities, often receiving college credits. Hundreds of residents every year access care and referrals related to mental and physical health, as well as support in applying for jobs and other resources. Residents engage in leadership development opportunities an increase their influence on Hartland programs and the broader community.
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 #2

Project/Collaboration Title	South Main Clinic and Holy Cross Promotoras
Organization Name	Holy Cross Ministries
Point of Contact	
Email	
Phone	
Institutional Partner	School of Medicine, Department of Pediatrics and Department of Obstetrics and Gynecology and the College of Nursing
Purpose of this collaboration	In order to promote healthy and informed pregnancies among expectant Latino mothers, HCM's are co-located at South Main Clinic to provide resources for a healthy pregnancy. Promotoras use a group-education model and one-on-one sessions to teach an 8-series course on prenatal care. In 2006, Niños Especiales Familias Fuertes (NEFF) was added. Due to numerous barriers, Spanish speaking parents of children with special needs and/or complex medical diagnoses are not always able to find or connect to available resources on their own. HCM promotoras facilitate NEFF – a bilingual support group program for families served at the South Main Clinic and the surrounding community.
Length of Partnership	20 years
Number of faculty involved	9
Number of staff involved	20
Number of students involved	20
Grant funding, if relevant	Previous funding, included two HRSA funded grants for \$50,000/year for 10 year period
Impact on the institution	The program has allow the University of Utah School of Medicine Departments of Pediatrics and Obstetrics and Gynecology and the College of Nursing to improve medical care for underserved families in Salt Lake County. The program has allowed the medical professionals to refer patients directly to trusted community colleagues that will help to address the social determinants of health. The promotoras have taught pediatric medical residents and other health care professional learners the value of community collaboration and culturally appropriate healthcare services.
Impact on the community	For over 20 years, families have received culturally sensitive and appropriate support for some of the happiest and most difficult times in their lives. Community members have received education related to health that otherwise would have been inaccessible. In addition, because health professionals have received clinical training in this collaborative setting, their future practice of healthcare delivery may be enhanced as well - a future benefit to the community.

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

## Partner #3

Project/Collaboration Title	Dennehotso Sweat Equity Project / Design, Build Bluff
Organization Name	Navajo Nation Council Delegate
Point of Contact	
Email	
Phone	
Institutional Partner	College of Architecture, Jose Galarza

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Purpose of this collaboration	Promoting Equity through Housing, the Sweat Equity housing project, design and construction, was developed by the students and faculty of DesignBuildBLUFF in collaboration with the Navajo Nation and the Dennehotso community. The concept of sweat equity is one in which the client uses their own labor ("effort and toil"), rather than cash, as form of contribution in the building process. As there is an overwhelming need for affordable and culturally appropriate housing within Navajo nation, more than DesignBuildBLUFF can meaningfully contribute to on its own, sweat equity can provide families the opportunity to enhance their own quality of life through labor rather than funds. This prototype design in combination with the local community's own efforts initiated meaningful steps towards addressing the issue of homelessness across the entire Navajo nation.
Length of Partnership	2 years
Number of faculty involved	3
Number of staff involved	1
Number of students involved	32
Grant funding, if relevant	\$3000.00 in extramural funding to develop curriculum and run workshops
Impact on the institution	The work of DesignBuildLUFF, in collaboration with native communities, has the potential to place the College of Architecture and Planning at the heart of much required critique of methods and approaches in contemporary education; and recognition of the entrenched interests of researchers, architectural practitioners and students. In addition, the program offers students an immersive hands-on opportunity to design and build a full-scale work of architecture, while negotiating the rewards and challenges of crossing into another culture. Students are encouraged to explore alternative building methods, unique materials, and innovative solutions that respond to native traditions. Every year, a graduate studio of up to sixteen students designs a pre-identified architectural project for a beneficiary of the Navajo Nation in the southern Utah tribal area. This has resulted in an 'enlargement of mind' of our students through face-to-face engagement with representatives of native communities. In preparation these students study indigenous architecture and Southwestern vernacular. Students read building specifications, make working drawings and project management documents. In spring they move more than 300 miles away from the school of architecture, to the remote campus' small home and namesake in Bluff, close to the Navajo Nation's northernmost chapters. They spend the better part of this semester converting drawings into habitable space. As the edifice rises, so does a community of cohorts, students and natives alike, who can boast hands on experience of construction, teamwork, and successful project delivery. Students come to appreciate the expertise of native collaborators, members of allied fields such as plumbers and electricians, the knowledge of vendors, and the material culture of the region. Participants agree that Bluff is an absolutely transformative experience for everyone who participates in it. It has turned idealistic students into professionals not just invested in public interest rhetoric but an ability to execute it. It has injected the workforce with architects who know how to activate the power of humble projects over glittering spectacles. Bluff has serviced the profession with professionals capable of respect for and response to diverse cultures, and the ability to take advantage of the room made by small scale commissions for delicate gestures and sensitive details; the occasion they create for intimate knowledge of the functional needs of the client; and the time they allow for introducing small pleasures and comforts of life into a house. Bluff is a year trainees spend in the apprenticeship of the god of small things.

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Impact on the community	<p>The project focus has been the design and construction of housing for the community. We have built 10 houses and several community buildings in the Bluff, Utah. In addition, the particular emphasis of the Sweat equity project is to build skills within the community and allow the community to build for itself. Additionally, as a result of this curriculum, students initiated community engagement workshops with other populations in the community, most notably the local Bluff Elementary school. Our relationship to this community remains strong and we plan to extend our reach by initiating collaborations with scholars throughout the University and additional native communities in the Utah area: Confederated Bands of Goshute, Northwestern Band of Shoshone, and Skull Valley Goshutes. As we move forward, we will be focused on pointed questions like the needs of the community but also the surviving skills like basketry, weaving, pottery, tanning, etc. The idea is to design and construct buildings and infrastructure that build in the skills already present in the community in order to give these communities the power to keep, maintain, transform, and grow their own built environment. The resultant architecture will be sustainable both from the perspective of the community and the environment. We will have imagined an infrastructure in which the native builders and craftsmen, and artists can see themselves; and constructed with low tech, green and accessible (democratic) building technologies. We will honor the importance of self-determination for First Nations, honor their protocols of engagement, put new resources and tools in their hands to realize ambitions important to them, and support them in getting access to fiscal resources through a process of consultative grant writing.</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 #4

Project/Collaboration Title	We Are Murray Collaborative Murals
Organization Name	Murray Cultural Arts Program, The City of Murray, Murray School District, Murray Arts Council
Point of Contact	
Email	
Phone	
Institutional Partner	College of Fine Arts, Department of Art & Art History; Beverly Taylor Sorenson Arts Learning Program; ArtsBridge
Purpose of this collaboration	To develop culturally significant murals in collaboration with community members and university students, and to shape the vision of the Murray School District's theme "We Are Murray."
Length of Partnership	One year, ongoing. (Based on a model developed in a previous, decade-long partnership with a nearby city.)
Number of faculty involved	3
Number of staff involved	1
Number of students involved	5
Grant funding, if relevant	ArtsBridge Teaching Assistant Funding for 10 hrs. per week from Murray City
Impact on the institution	University students collaboratively develop socially engaged artworks with youth from thirteen schools in Murray City. This participatory art project provides valuable experience for students' future art careers, which may include: the challenges of working in a collaborative environment, large scale painting, presenting conceptual ideas and compositions to community members, mentoring youth, and creating art within the parameters of a public art project.

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Impact on the community	Over 2800 Murray youth, community members and University students have been engaged in the process of realizing these culturally significant murals. We designed and painted nine 4'x8' portable murals collaboratively with 9 elementary, 2 Jr. High, and 2 high school student groups. The murals will be permanently installed at each of the elementary schools after they are showcased at the Cities Fun Days parade in July, to shape the vision of the Murray School Districts theme "We Are Murray". Through the process, we made connections among community members who otherwise may not have crossed paths; Introduced youth to university art programming, created trust between the youth and university students; provide an experience for youth to learn technical and interpersonal skills; provided an experience of collective efficacy and civic engagement while building social networks; created a source of pride for participants and nonparticipants; and increased their connection to the community.
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	AQ&U: Building Citizen Scientists and Air Quality Sensors
Organization Name	Breathe Utah
Point of Contact	
Email	
Phone	
Institutional Partner	-Atmospheric Science, Chemical Engineering
Purpose of this collaboration	To engage students and our community in understanding our air-quality challenges by building and hosting air quality sensors
Length of Partnership	3 years
Number of faculty involved	5
Number of staff involved	2
Number of students involved	10
Grant funding, if relevant	National Science Foundation - EAGER (schools portion of project) and National Science Foundation - CPS (data infrastructure)
Impact on the institution	"The project was selected by NSF (1 of 10) to present at the national science fair and expo and Inspires students to engage as citizen scientists in measuring air quality while learning the important geospatial differences in air quality. "
Impact on the community	The project contributes to the understanding of neighborhood-scale differences in pollution and provides outreach modules for the community.
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	

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

## Partner #6

Project/Collaboration Title	Prepping for High School: Reading Intervention at Granite Park Junior High
Organization Name	Granite Park Junior High
Point of Contact	
Email	
Phone	
Institutional Partner	University of Utah Reading Clinic
Purpose of this collaboration	To help struggling readers at Granite Park Junior High to improve their reading and academic abilities.
Length of Partnership	5 years
Number of faculty involved	2
Number of staff involved	8
Number of students involved	Each year, there are 35 GPJH students and 10 University of Utah students
Grant funding, if relevant	\$25,000 annually from United Way of Salt Lake
Impact on the institution	U of U faculty, staff and students increase their awareness and abilities with regard to English Learners, Newcomers, and junior high students from poverty environments.

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Impact on the community	Data from the last 5 years demonstrate that Granite Park Junior High students improve their reading ability by 1 year in an average of 45 sessions. The impact of this growth on students' self-esteem and emotional well-being is immeasurable.
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 #7

Project/Collaboration Title	SLC PrEP is Free
Organization Name	Utah AIDS Foundation
Point of Contact	

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Email	
Phone	
Institutional Partner	- School of Medicine, Department of Infectious Disease
Purpose of this collaboration	Decrease the spread of HIV infection in Utah by providing free HIV preventive services to at-risk members of the community
Length of Partnership	1 year
Number of faculty involved	2
Number of staff involved	20
Number of students involved	50
Grant funding, if relevant	We have an active contract with Utah State Department of Health and have applied for funding from NIH and Gilead
Impact on the institution	We are building an innovative model to extend preventive health care services to uninsured members of the community at risk of HIV infection that provides important training for undergraduate students and post-graduate trainees regarding an open, evidence-based approach to sexual health, STD and HIV prevention and promotes health system learning.
Impact on the community	Our clinic provides sexual health counseling, STD testing and treatment, HIV testing and HIV pre-exposure prophylaxis for at-risk members of our community, all free of charge. We are building stronger relationship between the University and the LGBT community here, who all too often have felt stigmatized and unwelcome in health care settings. If our program is successful, we will be the first state in the country to durable and significantly decrease HIV incidence.
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	

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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	Glendale/Mountain View Community Learning Campus
Organization Name	Salt Lake City School District, Community Health Centers Inc., Department of Workforce Services, Association for Utah Community Health, Friends for Sight, Asian Association of Utah, Bad Dog Arts, Centro de la Familia, English Skills Learning Center
Point of Contact	
Email	
Phone	
Institutional Partner	Office of Engagement (Sol Jimenez), College of Social Work, Bennion Center, University Neighborhood Partners, Department of Family and Consumer Studies, Environmental and Sustainability Studies Program.
Purpose of this collaboration	The Glendale/Mountain View Community Learning Campus raises the achievement of all students by building on the knowledge and assets of the youth and community, developing authentic school, family and community relationships and providing access to opportunities that lead to healthier communities.
Length of Partnership	23 years
Number of faculty involved	5
Number of staff involved	9
Number of students involved	65
Grant funding, if relevant	Salt Lake City School District and partners provide the majority of ongoing funding, with grants providing additional support for specific partnerships.
Impact on the institution	Undergraduate and graduate student learning around education, community engagement, and civic engagement; student and faculty research opportunities; publications in scholarly and community outlets; pathways leading students to the university.

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Impact on the community	Increasing positive school climate while strengthening relationships between school and community, and across community. Increases in health and wellness among students and their families. Increases in K-12 student learning, and in leadership roles taken on by students, families, and community members.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

## Partner #9

Project/Collaboration Title	Westside Leadership Institute & WLI Startup
Organization Name	Neighborworks Salt Lake, Sustainable Start-Ups, SCORE Mentors
Point of Contact	

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Email	
Phone	
Institutional Partner	University Neighborhood Partners _____), Masters of Public Administration, Gender Studies, and City and Metropolitan Planning
Purpose of this collaboration	To support the development of resident leaders as catalysts for positive change in their communities, and to support students in learning about participation in local decision making.
Length of Partnership	15 Years
Number of faculty involved	6
Number of staff involved	2
Number of students involved	60 each year
Grant funding, if relevant	Annual Funds from Eccles Foundation (\$35,000) & Synchrony Financial (\$5,000)
Impact on the institution	WLI has generated faculty research, created undergraduate and graduate educational opportunities for U students, supported community organizations that moved on to become important community partners in other partnerships, and improved the reputation of the university as an integral partner with west side neighborhood leaders.
Impact on the community	Over 490 residents have graduated from the Westside Leadership Institute (WLI), contributing to broad economic impact throughout the neighborhoods, 12 new non-profits or organizations, and the creation of a ripple effect of community-based 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	

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Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

## Partner #10

Project/Collaboration Title	Occupational Therapy Immigration & Refugee Resettlement Fieldwork Program
Organization Name	International Rescue Committee
Point of Contact	
Email	
Phone	
Institutional Partner	College of Health Department of Occupational Therapy
Purpose of this collaboration	"To provide life skills training and increase health equity for people with refugee status who recently arrived in the United States along with exceptional educational opportunities for occupational therapy students."
Length of Partnership	14 years
Number of faculty involved	2
Number of staff involved	
Number of students involved	95
Grant funding, if relevant	NA

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Impact on the institution	Partnering with International Rescue Committee has provided our students with opportunities to work with children and the full age range of adults developing skills in treatment for physical disabilities, mental health issues, and the teaching of basic daily activities for adapting to an environment far different from the one they experienced in refugee camps and in their homeland. Students are able to take lessons learned in the classroom and apply them in a real life context in the community; they also learn to communicate with people who are just beginning to learn English, learn about cultures they have not encountered before, see first hand the social and political structures that create barriers to success for low-income people in our society, and learn about political conflicts taking place in other parts of the world. Our occupational therapy program has been recognized as a leader in this specialty area due to presentations at national and international conferences as well as journal publications and book chapters.
Impact on the community	The International Rescue Committee has embraced the occupational therapy team, making them an integral part of their health team. In collaboration with case workers, students are assigned individuals and families to work with, weekly meetings are held with students and the health team for updates, and case workers receive weekly therapy notes from the students with details about progress and plans. Students also run two groups per week: Pre-driving and Financial Literacy. There is no cost to IRC for these services. For many years IRC clients have received additional support to help them be successful in their new environment that they otherwise would not have received. Refugee resettlement agencies do not have a history of hiring OTs and there is no other occupational therapy academic program in the United States that is as involved with refugee resettlement as this one. This is a unique experience for the students, the clients, and the agency.
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	Health Promotion Programs in the Community: Improving health and well-being for the under-served utilizing a free clinic
Organization Name	Maliheh Free Clinic
Point of Contact	
Email	
Phone	
Institutional Partner	Department of Sociology
Purpose of this collaboration	To improve the health and health literacy of patients receiving care at a free clinic through community-based participatory research and community engaged learning. The knowledge generated from this work is used to develop intervention programs and identify additional research questions.
Length of Partnership	7 years
Number of faculty involved	10
Number of staff involved	6
Number of students involved	56
Grant funding, if relevant	Sorenson Legacy Foundation Grant Program
Impact on the institution	"To date, this partnership has included over 100 students, and 41 publications. The students participate through community engaged learning courses, the undergraduate research opportunities program, or service learning. Clinic staff and students serve as co-authors on all publications."
Impact on the community	Built on the CBPR model, this partnership is useful because it combines scientific research with action (practice implications) and contributes both to scholarship and practice. This partnership holds values for the community partner above traditional research by the interactive and integrative process between researchers and practitioners at every stage from research design to implementations. This project continues to improve the care provided at the Malieh Clinic while engaging and informing the current and next generation of providers.

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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 #12

Project/Collaboration Title	Homeless Outreach: Food, Movement and You & Student Directed Programs (Kids' Book Club, Playroom, & Teens' Night Out)
Organization Name	Midvale Road Home Serving Families
Point of Contact	
Email	
Phone	

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Institutional Partner	Driving Out Diabetes, College of Health, Department of Nutrition and Integrative Physiology & The Bennion Center Student Directed Programs
Purpose of this collaboration	To provide tailored nutrition and physical activity education for families living in a homeless shelter, and work to increase availability of fresh foods via donations. The Kids' Book Club purpose is to build literacy skills for children ages 5-12; The Playroom provides mentorship, teaches social skills, and offers time to play! The Teens' Night Out engages teens utilizing the shelter in weekly activities outside of the shelter.
Length of Partnership	18 months/3+ years
Number of faculty involved	1.5 FTE/0
Number of staff involved	0.5 FTE/1
Number of students involved	85/42
Grant funding, if relevant	Community-Based Research Grant and Miller Foundation
Impact on the institution	Students receive training for working with diverse populations, in an authentic learning environment. The students and student leaders who participate advance their civic competencies (awareness, skills, habits, and values) especially on key issues related to homelessness/houselessness. The student leaders also gain valuable leadership and professional skills including advancements in their verbal and written communication as well their abilities to manage volunteers (provide clear expectations, boundaries, etc.).
Impact on the community	"Homeless families gain nutrition and physical activity knowledge and self-efficacy as they transition to permanent homes. Around 1,600 children stayed in shelter last year. Students provided services to approximately 20 students every week through the Book Club. Students provided service to approximately 20 homeless students every week during Playroom. Each week, around ten teens ages 13 to 17 were able to join students in an off-site activity, providing teens with an opportunity to get out of the shelter and experience a positive activity.
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	

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

## Partner #13

Project/Collaboration Title	Grow Your Own Educators
Organization Name	Salt Lake City School District; Salt Lake Community College; Salt Lake City Mayor's Office; local paraeducators and teachers; Salt Lake Education Foundation; National Resource Center for Paraeducators.
Point of Contact	
Email	
Phone	
Institutional Partner	University Neighborhood Partners Education, Department of Family and Consumer Studies ( ), College of
Purpose of this collaboration	Grow Your Own Educators opens up pathways for parents to step into paraeducator roles in schools, and for paraeducators to earn teaching licenses and become successful classroom teachers. GYOE lowers the financial and social barriers that members of low-income communities and communities of color face when entering the teaching profession.
Length of Partnership	2 years
Number of faculty involved	4
Number of staff involved	3
Number of students involved	12

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Grant funding, if relevant	NA
Impact on the institution	Pathway are created for students to enter the university. The University is learning to adapt teacher pathways to better accommodate future teachers from low income communities of color.
Impact on the community	Improved educational experiences for K-12 students through professional development for paraeducators. Paraeducators are able to access financial and other educational resources while advancing their undergraduate education toward teacher licensure. Creation of a more diverse and community-connected teacher workforce that can offer better educational opportunities for young people.
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 #14

Project/Collaboration Title	First Star Academy
Organization Name	Utah Department of Child and Family Services; Salt Lake Community College
Point of Contact	
Email	
Phone	
Institutional Partner	University of Utah Office of Engagement
Purpose of this collaboration	First Star collaborates with the Division of Child and Family Services and Salt Lake Community College to improve the educational outcomes of youth in foster care in the state of Utah. The First Star Academy aims to improve these graduation rates for the state of Utah through programmatic and curricular co-creation with DCFS and SLCC that is designed to address shortcomings in existing systems and structures. First Star also collaborates with a variety of community partners for shared curriculum and resources, including but not limited to, the Rape Recovery Center, the Leonardo, the Chill Foundation, and a variety of school districts. Finally, First Star co-creates the program and experience with the community served--the youth in foster care and their caregivers.
Length of Partnership	First Star collaborates with the Division of Child and Family Services and Salt Lake Community College to improve the educational outcomes of youth in foster care in the state of Utah. The First Star Academy aims to improve these graduation rates for the
Number of faculty involved	4
Number of staff involved	2 full-time staff; 7 part-time staff, some of whom are University of Utah students
Number of students involved	10-20, depending on the time of year. Students are involved in a variety of ways, from serving as part-time staff to interning as tutors, to assisting with projects
Grant funding, if relevant	Department of Child and Family Services--\$30,000 Lawrence T. & Janet T. Dee Foundation--\$5,000.00 George S. and Dolores Dore Eccles Foundation--\$20,000.00 Craig H. Neilsen Foundation--\$10,000.00 Sorenson Legacy Foundation--\$10,000.00 Richard K. and
Impact on the institution	Impact on the University has been threefold. One, students at the University of Utah have the opportunity to volunteer, intern and work as staff at the First Star Academy. Two, University of Utah courses have the opportunity to collaborate with First Star on projects and assessments. Three, First Star adds one more channel through which the University of Utah is recognized in the education, social service and juvenile justice sectors in our state.
Impact on the community	First Star contributes to the stabilization of youth and families in crisis. On average, our students change schools once every year. This disrupts a youth's social and educational development. By providing consistent and long-term support, First Star helps youth recover from these disruptions. For example, many First Star students were failing math last year, but after attending an intensive math course this summer at First Star Summer Academy, many of our students are now receiving A's and B's in math. We also assist families in ways big and small--from rallying University of Utah students to help a family move into new Section-8 housing to connecting families to community resources. This youth and family support has a positive and stabilizing ripple effect in the community.

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

## Partner #15

Project/Collaboration Title	Glendale Community Learning Center- Environmental Justice: From Cookbook Ethnography to Cultural Conversations & Social Justice Garden
Organization Name	Glendale Community Learning Center
Point of Contact	
Email	
Phone	
Institutional Partner	Environmental Studies

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Purpose of this collaboration	This project collaborates with local community members to identify cultural traditions around food, and preserve them. Partners have developed a garden and a cookbook with university collaborators, and use the cookbook in local schools and community settings to celebrate food traditions.
Length of Partnership	3 years
Number of faculty involved	2
Number of staff involved	1
Number of students involved	25
Grant funding, if relevant	NA
Impact on the institution	Students benefit from working on the local garden, and are active in compiling the cookbook, including the stories and photographs. The interpersonal connections students and community members make are long-lasting.
Impact on the community	Community members, benefit from the produce grown in the garden, and have expressed that their children are interested and proud of the cultural food traditions they learn about.
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	

## 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.

Since the 2010 Carnegie application, the University of Utah has significantly increased the number of high-quality, reciprocal, ongoing campus-community partnerships. The 15 partnerships listed in this application are just a small fraction of the partnerships currently supported by the University of Utah. This growth has come with increases in the number of partners involved, the number of university units involved, and the amount resources marshaled for partnership work. It has also been accompanied by more interconnections among partnerships. For example, the University is increasingly investing in partnership hubs, physical spaces on and off campus where multiple partnerships can function side-by-side and where cross-fertilization can take place. Examples in the grid include the UNP Hartland Partnership Center and the Glendale/Mountain View Community Learning Center.

Sustainability and institutionalization of partnerships has been a major focus of effort since 2010. Of the twelve partnerships listed in the 2010 partnership grid, 12 are ongoing and have reached new levels of institutional sustainability. In some cases, this this has involved investment in permanent infrastructure, as with the purchase of a 10,000 sq. Foot building to expand the UNP Hartland Partnership Center. In other cases, new positions have been created by University and community partners, as with Westside Pathways, the partnership umbrella that includes Adelante and Mestizo Arts & Activism.

With this sustainability and investment has come notable increases in quality and impact. The Design-Build Bluff partnership has expanded to Design-Build Salt Lake, reaching more communities and engaging many more students. The Westside Leadership Institute has not only continued to graduate dozens of individual leaders every year; it has expanded with a Spanish-language version and a Startup Incubator that supports grassroots nonprofit organizations.

## 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?

In 2010 a Community Engagement Faculty Task Force was convened to produce a set of recommendations for enhancing community engagement across the University. Since then, the University has made significant progress on these recommendations in the following areas:

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## Planning & Policy

The University has worked to develop a shared vision of its role as an anchor institution, and guidance for advancing engagement in an aligned and strategic way. The language of engagement has been integrated into university policies and documents including the University mission, strategic plan, and student pledge. Since 2015, one of the University's four strategic priorities has been to "Engage Communities to Enhance Health and Quality of Life." Strategies under this priority include expanding outreach and engagement, engaging communities in a broad range of campus offerings, and partnering with communities to meet critical needs and enhance access to the University.

The 2010 Task Force created shared definitions of community engagement, community engaged scholarship, and related concepts. These definitions stress reciprocity and mutual benefit.

In 2016, a University-level working group developed recommendations for adapting retention, promotion, and tenure (RPT) policies to appropriately value and reward community engaged scholarship. This included a new RPT template.

In 2017 the University president approved a Civic Action Plan, aligned with Campus Compacts national initiative, that builds on the recommendations of the 2010 Task Force.

## Funding & Rewards

Given the time and effort it takes to initiate, build, and sustain partnerships, the University recognizes the importance of systematically funding and rewarding community engagement. New grant opportunities, awards, and celebrations have been created for faculty involved in community engaged learning and research. These include:

The Community-Based Research Grant Program (\$20,000)

The Community-Engaged Teaching and Scholarship Award for Faculty (\$5,000)

The competitive "Pitch-In" event that showcase best practice examples of community engagement at the U of U (\$10,000).

Since 2010, the university has returned a percentage of student credit hour funds for CEL classes to home departments, thus providing a financial incentive for departments to continue to support CEL offerings. For example, during the 2017/2018 academic year, total of \$195,393 was distributed.

## Infrastructure

The University advances high-quality partnership practices and relationships is through campus units with staff dedicated to convening, supporting, and sustaining partnerships.

The Lowell Bennion Community Service Center, which supports student-directed programs and community engaged learning, and University Neighborhood Partners, a place-based initiative that builds partnerships with west side Salt Lake City neighborhoods, have both seen significant growth in budget and staffing. For example, since 2010 the UNP budget has increased by nearly \$500,000 and four full-time staff positions have been added.

In 2010 the University launched the Office of Engagement, which connects community with the promises of higher education. The office now works with 101 community partners and 53 campus partners.

Reporting structures have been changed so that the Bennion Center, the Office of Engagement, and UNP all report to Academic Affairs.

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## 2.4

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

The University of Utah has greatly improved its capacity to assess, evaluate, and disseminate partnership work since 2010. The University is pursuing a centralized resource for assessing and evaluating community engagement (one of the four goals in the Civic Action Plan) with implementation anticipated to begin in Fall 2019. Currently, several systems are in place, capturing different aspects of the University's overall engagement.

University Neighborhood Partners works with a campus research institute to collect data each year on its 70+ partnerships with west side Salt Lake City neighborhoods. Assessment focuses on partnership impact and partnership quality, as measured by a set of key characteristics of effective partnerships. UNP also engages in formal and informal dialogue and storytelling with partners in an iterative process of improvement. Data is shared through the UNP website (<https://partners.utah.edu/about-unp/impact/>), magazine (Community Voices) and other outlets.

The Bennion Center assesses the quality of Community Engaged Learning (CEL) and student-directed programs, and their impact on students and community. CEL-designated courses are evaluated by committee through a standardized evaluation of community engaged learning every 5 years, using a rubric with emphasis on identifying and fostering mutually-beneficial relationships between community partners and course instructors while meeting academic standards. Student-directed co-curricular programs utilize a self-assessment model of civic competencies and community partner satisfaction. Data is shared through the Bennion Center website ([bennioncenter.org](http://bennioncenter.org)) and other outlets.

The Office of Engagement assesses partnership quality through regular meetings and continual feedback based on the reciprocal connections that support programs. For some programs, formal written evaluations and surveys are conducted to assess and communicate the quality, success, and effectiveness of partnerships. Throughout the year staff have informal conversations with all partners about thoughtful modifications to improve the quality of previously established efforts. Information is shared through the Office's website ([engagement.utah.edu](http://engagement.utah.edu)) and other outlets.

The University's Office of Budget and Institutional Analysis maintains an online dashboard displaying metrics for assessment of university strategy, including the 3rd strategy to engage communities to improve health and quality of life [www.obia.utah.edu/data/university-strategy-engage-community/](http://www.obia.utah.edu/data/university-strategy-engage-community/)

## 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.

The last decade has been an era of growth and increasing institutionalization of community partnership work at the University of Utah. While the University has a long history of supporting engagement (the Bennion Center and UNP recently celebrated 30 and 15 years, respectively), the last decade has seen this work become even more essential to the functioning of the University and its many units. This can be seen in the integration of community engagement into strategic plans and documents, new staff and offices focused on supporting partnerships; increased funding, awards, and other resources for engagement; and more sophisticated methods of assessment and evaluation.

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Still, the University recognizes that there is more to do. The next era will likely see less focus on growth, at least in terms of numbers of partnerships, and more focus on integration across partnership efforts. The University can most effectively increase the impact of partnerships by improving communication and collaboration across engaged units; by improving university-wide systems for documentation, assessment, and storytelling; by addressing key barriers such as appropriately evaluating engagement in RPT processes; and collaborating with long-term partners to align efforts for maximum benefit to our overlapping communities.

## **Reflection and Additional Information**

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### **(Optional)**

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

The process of completing this application was an outstanding opportunity to bring together staff, students and faculty who are passionate about community engagement. By identifying campus wide activities, all were surprised to learn of the comprehensive nature of the activities. In addition, it was inspiring for a doctor to learn about what a dancer was doing with the community, and vice versa. The process brought us together as a campus as well as with the community.

We learned that a centralized data system that can easily collect data and provide a useful report is imperative.

Finally, we learned that although the RPT standards for community engaged scholarship have been published, they need to be more widely implemented.

### **(Optional)**

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

Our task force is in dialogue with President Watkins about the establishment of a Presidential Commission on Community Engagement to ensure that our shared vision for an engaged campus is carried out in an optimal and sustainable manner, as we work together to ensure at we are truly One University For Utah.

### **(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.

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## **Please respond to A or B below:**

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**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.**

Yes