***The Carnegie Foundation for the Advancement of Teaching***

***Elective Community Engagement Classification***

**Re-classification Documentation Framework**

(for campuses that received the Classification in 2006 or 2008)

The Re-classification Documentation Framework is intended to help you gather information about your institution's current community engagement commitments and activities as well changes that have taken place since your campus last received the classification. The framework comprises all of the questions that appear on the 2015 Documentation Reporting Form (i.e., the application), and seeks evidence of how community engagement has become deeper, more pervasive, better integrated, and sustained. The focus is on depth and quality within a sustainable institutional context, not greater quantity per se. (**The framework is for use as a reference and worksheet only. Please do not submit it as your application.**)

The re-classification documentation framework is designed for an evidence-based reflective process focusing on what has changed since receiving the classification. It is structured to include narrative responses allowing for explanation of changes that have occurred since the previous classification. The narratives are designed to address (1) what currently exists, (2) changes since the last classification, and (3) relevant supporting evidence.

Data Provided: The classification will be determined based on activities and processes that have been implemented, not those that are anticipated. The data provided in the application should reflect the most recent academic year. Since campuses will be completing the application in academic year 2013-2014, data should reflect evidence from AY 2012-2013. If this is not the case, please indicate in the Wrap-Up section of the application what year the data is from.

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

Use of Data: The information you provide will be used solely to determine your qualifications for the community engagement classification. Re-classified institutions will be announced publicly in January 2015. Only those institutions approved for re-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 research purposes.

**Applicant’s Contact Information**

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

* First Name

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* Title

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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 exchange of knowledge and resources in a context of partnership and reciprocity.*

*The purpose of community engagement is the partnership of college and university knowledge and resources with those of 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.*

**I. Foundational Indicators**

**A. President/Chancellor’s Leadership Statement**

Required Documentation.

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

a. Indicates their perception of where community engagement fits into their leadership of the institution,

b. Describes community engagement’s relationship to the institution’s core identity, strategic direction, and practices, and

c. 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:

PRESIDENT”S LETTER UPLOAD

d. 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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| **Document Excerpt** | **Web Link (if available)** |
| Annual addresses/speeches (word limit: **500**):  **From President’s Fall Faculty Address, August 2012:**  This campus’ heritage is deeply rooted in its founding as a Normal School — a school established to train teachers! How fitting that we begin the year with the dedication of a state of the art facility for our College of Education. . .  As the Centennial ended, and we began to look to the future, we announced a multi-million-dollar Centennial Campaign.  This effort, the largest in the University’s history, has four distinct priorities, unique in their own right and vital to our success as an institution.  These priorities are:   * + maintaining an exceptional student body by bolstering our scholarships and student aid;   + assuring the highest-quality faculty and staff by increasing tools needed to improve recruitment, retention and graduation.   + fostering an innovative learning environment by building partnerships, learning spaces and programs that support the needs of the 21st-century workforce;   + and competing at the highest levels athletically by focusing on top-notch competition and facilities while focusing on academic success in the classroom.   Now, I want to spend a minute on that third point — building a sense of community and common values for the institution. …  We at MTSU are working to develop such a community, devoted to learning, growth and service.  We hold these values dear, and there’s a simple phrase that conveys them: “I am True Blue.”  Each time we repeat these words, we express not only the ideals we wish to share with our students, but also our commitment to the student-centered culture we are building on our campus.  New students at Convocation take the True Blue Pledge. It commits them to practice our core values of honesty and integrity; respect for diversity; engagement in the community; and committing to reason, not violence.  We have been overwhelmed by the passion and attachment that “True Blue” has received on campus since it was introduced at last August’s Convocation exercises.  The Student Government Association adopted it as its official motto and redesigned its seal to emphasize “True Blue.”  The pledge was incorporated into numerous student events, rallies and other activities.  It has been well received — not only by students and staff, but by our alumni and university supporters. …  In short, “True Blue” stands for the very best of what Blue Raiders expect from one another — that, together, we are committed to the progress and success of our University. But without good actions to stand behind these good words, it will be meaningless. | <http://tinyurl.com/MTSUMcPheeFall12> |
| Published editorials (word limit: **500**): |  |
| Campus publications (word limit: **500**):  **The President’s Post**  This standing webpage contains the President’s greeting as well as links to his Twitter feed, news articles, videos, newsletters and more in a continued effort to keep the community informed about the University’s latest and most important initiatives.  This post from September 2012 touted the University’s international outreach efforts: | <http://mtpress.mtsu.edu/president/>  <http://mtpress.mtsu.edu/president/index.php/banner-year-for-our-international-outreach/> |
| Other (word limit: **500**):  **From President’s Newsletter – January 2013**  In August, the President’s Office welcomed a record number of new international students during the international student orientation. The group included new, first-year degree students; transfer students; and exchange students from 24 different countries. During their introduction to the University community, students were challenged to embody the meaning of “True Blue.” . . . .  In other notes, MTSU signed a new and groundbreaking affiliation agreement with the University of Zakho in Kurdistan and the Sino-Canadian International College during the fall semester. The University also recently hosted the new consul general of Japan, who visited campus only two months into his new position  . . . .  Our Centennial Campaign continues to maintain great momentum and is generating lots of enthusiasm among supporters. At the end of the calendar year, the campaign had achieved more than $62 million in commitments toward its $80 million goal.  We’re also seeing greater interest from our alumni and friends as the number of donors continues to increase each year.  While the dollars are obviously important, this campaign is also about engaging our friends and alumni in more meaningful ways. In talking with many of our donors, the one thing most apparent to me is that their gifts were the result of a lifelong relationship with MTSU. Many still speak fondly of the important role certain faculty members had in their lives.  They say they give so that future students might enjoy that same connection with members of our MTSU community. . . . | <http://www.mtsu.edu/newsletter/newsletters/PresidentsNewsletterJan2013.pdf> |

**B. Institutional Identity and Culture**

Required Documentation. Please complete all three (3) questions in this section.

1. a. 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.)?

🞏 No 🞏 x Yes

Please identify the document or website where the institution-wide definition of community engagement appears and provide the definition (word limit: 500):

MTSU’s definition of community engagement is found at the Office of Community Engagement and Support (OCES) website. The mission of OCES is to develop and maintain effective networks and positive relationships that will allow MTSU and the Community to become engaged partners. The University’s definition of community and University partnerships is “to encourage the development of important bonds and connections that lead to a sharing of human, spatial, financial and knowledge resources”. See OCES website here: <http://www.mtsu.edu/oces>. See MTSU Community and University Partnership’s statement here: <http://www.mtsu.edu/partner/>

MTSU’s definition of civic engagement is found on the MTSU American Democracy Project website The MTSU American Democracy Project's goal “is to produce graduates who understand and are committed to engaging in meaningful actions as citizens in a democracy. By working with students and faculty, the American Democracy Project seeks to nurture programs inside and outside the classroom that raise the levels of our campus community's engagement with the local, national, and global communities around us”. See <http://capone.mtsu.edu/amerdem/about_us.shtml>.

The Public Service Committee within the University College supports faculty and staff with the planning and funding of university public service projects. Public Service, as defined by the committee, encompasses activities that use the professional expertise of the university faculty to provide service to the community, region, state, or nation, within the bounds of the university mission as executed by its departments. These activities are commonly included under the headings of extension, continuing education, community service, outreach, adult education, and consultation. See website here: <http://www.mtsu.edu/universitycollege/training/public_service.php>

1. b. 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.

Community engagement is a priority in MTSU’s mission, vision statement, strategic plan, and its accreditation/reaffirmation documents.

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| **Document Excerpt** | **Web Link (if available)** |
| Mission or vision statement (word limit: **500):**  **Statement of Mission**:    “Middle Tennessee State University is a comprehensive university that . . . generates, preserves, and disseminates knowledge and innovation and uses scholarship to enhance teaching and public service. . . . To fulfill its mission, Middle Tennessee State University. . . fosters a student-centered environment conducive to lifelong learning, personal development, and success; . . . challenges students through diverse teaching methods and media including educational technology, experiential learning, undergraduate and graduate research, and co-curricular and extra-curricular activities; . . develops and sustains academic partnerships, entrepreneurial activities, outreach and public service that support instruction and research and that meet the needs of communities throughout the region; and serves as an emerging center for international study, understanding, and exchange.  Middle Tennessee State University educates students to . . . make sound judgments with an awareness of ethical, moral, and aesthetic values; examine, analyze, and shape the contemporary world through scientific knowledge, creative undertakings, and an understanding of culture and history; communicate clearly and precisely and understand the proper role of free expression in our society; . . .”  **Vision Statement**:  Middle Tennessee State University will be a vibrant hub for educating accomplished students who are civically engaged and globally responsible citizens; a seedbed for research and entrepreneurship; and an engine of cultural and economic development.  **Community Standards**:  MTSU is committed to developing and nurturing a community devoted to learning, growth and service. Each person who joins or affiliates with the community does so freely and accepts and practices the following core values and expectations:  Honesty and Integrity. The notions of personal and academic honesty and integrity are central to the existence of the MTSU community. All members of the community will strive to achieve and maintain the highest standards of academic achievement in the classroom and personal and social responsibility on- and off-campus.  Respect for Diversity. The MTSU community is composed of individuals representing different races, ethnicities, sexual orientations, cultures, and ways of thinking. We respect individual differences and unique perspectives and acknowledge our commonalities.  Engagement in the Community. All members of the community are encouraged to participate in educationally purposeful activities that support and enhance the MTSU experience. Active involvement and personal investment in the classroom and throughout the community are hallmarks of an engaged citizen.  Commitment to Non-violence. MTSU is committed to the principles of nonviolence and peaceful conflict resolution. Community members will freely express their ideas and resolve differences using reason and persuasion. | <http://catalog.mtsu.edu/content.php?catoid=13&navoid=1008#Statement_of_Mission>;  <http://catalog.mtsu.edu/content.php?catoid=14&navoid=1112#Statement_of_Mission>  <http://www.mtsu.edu/about/mission.php> |
| Strategic plan (word limit: **500**):  **MTSU Academic Master Plan**  Each of the three goals of MTSU’s Academic Master Plan, *Building on the Blueprint, 2007-201*7, speaks to the University’s commitment to public service and partnerships for its students, faculty and staff. Goal I states: Middle Tennessee State University will promote academic quality by enhancing learning, teaching, scholarship, and service and by celebrating MTSU’s distinctive strengths. “Quality is a measure of the University’s excellence. , , (and) the University is committed to delivering quality instruction, scholarship, and service in an environment that is inclusive, values diversity, expands opportunities for international education, and responds to the needs of a multicultural student population.”  Goal II states: Middle Tennessee State University will promote individual student successes and responsibility for accomplishments through fostering a student-centered learning culture.  “Student-centered learning focuses not simply on acquiring knowledge but also on cultivating minds and increasing students’ potential to contribute to and lead their communities. This assures long-term success for individual students, for the University, and for the common good.” Strategic directions identified in the plan focus on increasing experiential learning activities, undergraduate and graduate scholarship, global opportunities and partnerships for students and faculty members for learning, scholarship, and service.”  Goal III states: Middle Tennessee State University will promote partnerships and public service that enhance educational, social, cultural, and economic well-being. “Middle Tennessee State University has a long and proud history as a state-supported institution. State and local communities helped to create the University, which in turn continues to welcome the support of these communities and seeks to give back to them. As a community of scholars that engages in partnerships and service, the University seeks to expand the boundaries of scholarship to the wider community. MTSU honors this commitment by preparing its students to be active learners and participants in the broader world of which they are a part. The University invites communities to join its students and faculty members in a mutually beneficial, shared enterprise of learning, scholarship, and service. Working collaboratively, the participants of a wider, expansive community can create and apply scholarship to meet educational, social, cultural, and economic needs of local, regional, national, and global communities. Partnerships unify the university with communities to improve education, social and cultural life, and the economy. They foster a mutual culture of success and accomplishment. Public service activities enable the University to draw on the intellectual capital of the university’s students, faculty members, and staff to provide information, expertise or services in response to local, state, national, and international needs. Service activities also unify the university with the community to impact education, social and cultural life, and the economy.” Strategic directions include: Creating a campus culture that values partnerships and public service; generating and allocating new resources to enhance the organizational structure to strengthen partnerships and public service programs; and pursuing innovative and creative partnerships and public service that enhance learning, scholarship, and engagement and further social, cultural, and economic development. | <http://www.mtsu.edu/iepr/strategic_plan.php>  <http://www.mtsu.edu/iepr/docs/splan10.pdf>    <http://www.mtsu.edu/about/admin.php>  <http://www.mtsu.edu/provost/masterplan/amp.pdf>  <http://www.mtsu.edu/provost/AMP12-13.pdf> |
| Accreditation/reaffirmation document/QEP (word limit: 500):  MTSU adopted the **Experiential Learning Scholars Program (EXL)** as the Quality Enhancement Plan for its latest reaffirmation of accreditation cycle (awarded through 2016) and documented the institutionalization of EXL in the Impact Report of the Quality Enhancement Plan (fall 2012) required by SACSCOC for Fifth-Year Reporting by its member institutions.  The EXL Program formally began in Fall 2007 and was designed to enhance student learning through a comprehensive program of experiential learning activities for students. Experiential learning is defined as “that learning process that takes place beyond the traditional classroom and that enhances the personal and intellectual growth of the student. Such education can occur in a wide variety of settings, but it usually takes on a ‘learn-by-doing’ aspect that engages the student directly in the subject, work or service involved.” (Experiential Education in the College of Arts and Sciences, Northeastern University, 1997.)  The EXL program built on previously existing experiential learning and service learning initiatives at MTSU and developed new experiential learning opportunities for students**.** Student learning assessments provide evidence that the EXL Program has a positive benefit for students and does enhance students’ learning experiences. Measurements taken from program outcomes indicate that students, faculty, and the community have embraced this program and that it has a significant impact on Murfreesboro and the middle Tennessee community. The faculty survey indicates that faculty believes there is value in the program and they are committed to its success. | <http://www.mtsu.edu/exl/index.php>  original proposal:  <http://www.mtsu.edu/sacs/EXL%20Experiential%20Learning%20QEP%202006.pdf>  and  impact report: <http://www.mtsu.edu/sacs/PartV.php> |
| Other (word limit: **500**): |  |

2. Briefly discuss any significant changes in mission, planning, organizational structure, personnel, resource allocation, etc. related to community engagement etc., since the last classification (word limit: **500**):

**Mission**

MTSU revisited its mission statement as required by the Tennessee Board of Regents performance funding cycle. Experiential learning, outreach and community partnering have been explicitly included in the revised mission statement (2015): <http://www.mtsu.edu/about/mission.php>. A stronger emphasis was placed on the institutional responsibility to “educate accomplished students who are civically engaged and globally responsible citizens” in the Vision Statement: <http://www.mtsu.edu/about/mission.php>. The University developed a Community Standards statement that has an Engagement in the Community component. See <http://www.mtsu.edu/about/mission.php>.

**Planning**

The MTSU Planning Committee, a Standing University Committee, continues to meet to review planning goals, processes and make recommendations related to mission, vision, strategic planning goals, assessment and future direction. See <http://www.mtsu.edu/provost/usc/PLANNING%20COMMITTEE%202013-14.pdf>.

MTSU completed a SACSCOC Fifth-Year Report required for continuing accreditation. The report included a status update of implementation of MTSU’s Quality Enhancement Plan: Experiential Learning Scholars Program (EXL). The report was approved (2012). See: <http://www.mtsu.edu/sacs/PartV.php>.

The University developed and implemented a campus-wide Quest for Student Success plan (2013): <http://www.mtsu.edu/docs/QuestforStudentSuccess.pdf>.

**Organizational Structure**

MTSU underwent a major campus-wide Positioning for the Future reorganization (2010) to address external economic realities with these results:

* The College of Continuing Education and Distance Learning was reorganized into the University College (2011). Public service functions remained in the University College. See: <http://www.mtsu.edu/universitycollege>
* The offices of International Education and Study Abroad were merged into an Office of International Affairs (2011). See: <http://www.mtsu.edu/intered/>
* The Office of Community Engagement and Partnerships was reorganized to improve efficiencies and effectiveness. Its functions were reassigned to the Office of the President, the University Provost, and the Vice President for Development and University Relations.
* The Division of Student Affairs was reorganized and the Office of Student Involvement & Leadership was established. This office houses the [Center for Student Involvement & Leadership](http://www.mtsu.edu/involve) (CSIL), [Intercultural & Diversity Affairs](http://www.mtsu.edu/ida), the[June Anderson Center for Women & Nontraditional Students](http://www.mtsu.edu/jawc), [Leadership & Service](http://www.mtsu.edu/leadandserve), and the [Student Government Association.](http://www.mtsu.edu/sga) See: <http://www.mtsu.edu/involve/>

The Office for the Experiential Learning Scholars Program (EXL) was formally established (2012) and located in the University College. See: <http://www.mtsu.edu/exl/>. The MTSU American Democracy Project was formally housed (2013) with the Center of Excellence in Historic Preservation. See: <http://capone.mtsu.edu/amerdem/>

A True Blue Community Initiative was created (2013), led by established community leadership, to enhance community-university relationships/partnerships. See True Blue Initiative: <http://wgnsradio.com/community-to-boost-mtsu-support-with-true-blue-community-initiative--cms-15012>.

**Personnel**

* The following positions were established: an Assistant to the President, Office of Community Engagement and Support (2011); a full-time EXL Director and a full-time EXL clerical assistant (2012), reporting to the University College; a half-time Coordinator of Strategic University Partnerships (2011); a Vice Provost for International Affairs (2011); a half-time Corporate Partnerships Developer (2013); and a full-time Director of Regional Initiatives, all reporting to the University Provost; and a half-time Director for the MTSU American Democracy Project (2013), reporting to the Center for Historic Preservation.

**Resource Allocation**

* Budgets have been established to support the Office of International Affairs, Office of Experiential Learning, the MTSU American Democracy Project, the Coordinator of Strategic University Partnerships, and the Director of Regional Initiatives.

3. Specify changes in executive leadership since classification and the implications of those changes for community engagement (word limit: **500**):

No changes in executive leadership have occurred which has permitted a unified and consistent push toward greater integration of public service, community engagement, partnerships, civic engagement, and experiential/service learning into the fabric of the University. Most recently the University has set student success as its number one goal. This initiative has brought renewed emphasis on experiential/service learning since students who are engaged are much more likely to internalize their learning, be retained and graduate. See Quest for Student Success here: <http://www.mtsu.edu/docs/QuestforStudentSuccess.pdf>

**C. Institutional Commitment**

Required Documentation. Please complete all sixteen (16) questions in this section.

***Infrastructure***

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 where it reported to.

For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. Provide any relevant links that support the narrative. (Word limit: **500**)

Goal 3 of the Academic Master Plan (AMP) is to: "promote partnerships and public service to enhance education, social, cultural, and economic well-being." Specific strategies under the goal have targeted building infrastructure to support this goal even as the University adapted to a challenging budget environment. See AMP Update link: <http://www.mtsu.edu/provost/AMP12-13.pdf>. Under the Positioning for the Future initiative, the functions of the Office of Community Engagement and Support were restructured and its functions disbursed to the Offices of the President, the University Provost and the Vice President for Development and University Relations. However, programs and personnel were added (see no. 2 above) to both deepen and broaden the University’s commitment to engagement, service and partnerships. The Assistant to the President for Community Engagement and Support, reporting directly to the President, continues to serve in a leadership role for university and community partnership activities and programs. This position acts as a catalyst for the development, promotion, implementation, and evaluation of outreach programs and activities to support MTSU's mission and establishes programs and activities designed to cultivate and nurture relationships and partnerships that will benefit the University and the community. The MTSU Community Advisory Council, established in 2009 and comprised of community members and alumni, provides insights and guidance to the University’s outreach and partnership activities. See website here: <http://www.mtsu.edu/oces/adv_council.php>. The Coordinator of Strategic University Partnerships, reporting to the University Provost, provides leadership to developing and sustaining outreach activities and partnerships to support academic programs and student learning. See website here: <http://www.mtsu.edu/partner/>. Specifically, the Office of Experiential Learning (website: <http://www.mtsu.edu/exl/>) supports the experiential learning scholars program for students. This program received the Association for Continuing Higher Education (ACHE) South Outstanding Credit Program Award in 2013. <http://mtsunews.com/exl-regional-award/> ). The MTSU American Democracy Project and the Office of International Affairs support outreach activities and partnerships that directly connect student learning to engagement and service that benefit both local and international communities. See websites here <http://capone.mtsu.edu/amerdem/> and here <http://www.mtsu.edu/intered/> respectively.

***Funding***

2.a. 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. (Word limit: **500**)

Annual internal budget allocations have increased for continuing activities/offices and/or budgets have been designated from nonrecurring to recurring and new activities/offices have been funded to further support outreach, service and partnerships. Allocations FY 2012-2013:

* University College $630,748, recurring, to support outreach/professional programs/projects
* Public Service Committee, $27,132, recurring, awards public service grants to faculty for community-based projects
* EXL (Experiential Learning) Office, $190,859, recurring, EXL student learning

activities/projects

* MTSU American Democracy Project, $ 20,858, recurring , ADP student engagement activities/projects
* Office of International Affairs, $951,268, recurring, international student/faculty activities, projects
* Coordinator of Strategic University Partnerships, $61,700, recurring, academic partnerships to support student learning/community needs
* Director of Regional Initiatives, $80,812, recurring, academic partnerships to support regional initiatives
* Centers of Excellence, $706,549 (E&G) $413,832 (Restricted) and Chairs of Excellence, $234,350 (E&G), $537,022 (Restricted), research and public service mission
* Assistant to the President for Community Engagement and Support, $145,280, recurring, community engagement and support
* Director, Government and Community Affairs, $46,932, recurring, Development and University Relations
* Corporate Partnerships, $162,697, recurring, corporate relationship development.

See Links: Public Service Grants awarded for 2012-2013: <http://www.mtsu.edu/universitycollege/training/pdf/ps_grants_awarded.pdf> and Public Service Grant: <http://www.mtsu.edu/universitycollege/training/public_service.php> ; Office of International Affairs, etc. <http://www.mtsu.edu/intered/>.

2.b. 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. (Word limit: **500**)

MTSU continues to annually budget for public service. In FY 2012-2013 the University allocated 1.1% of the total E&G budget to Public Service, a decrease of .5% from FY 2007-2008; however, MTSU’s total E&G grew during the same period by 22.5%. Public service E&G allocations amounted to $2,945,750 in FY 2012-2013. An additional $6,765,300 was expended from restricted gifts, grants and contracts, i. e. institutional resources also include annual budget allocations to the University College for outreach, professional programs and projects, and partnerships; Public Service Committee for grants to faculty for community-based projects that include students; and the Experiential Learning Scholars Program (EXL) for student experiential/service-learning activities and projects. MTSU’s Centers of Excellence (two of which have a service mission) in Historic Preservation and Dyslexic Studies continue to receive annual special state legislative funding. Several of the University’s Chairs of Excellence, with continuing funding from individual and corporate donors, have a service/outreach mission, i.e., the Carl Adams Chair in Health Care Services, Jennings and Rebecca Jones Chair in Urban and Regional Planning and the Robert and Georgianna Russell Chair in Manufacturing Excellence.

2.c. 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. (Word limit: **500**)

Development fund raising activities remain under the direction of the Vice President for Development and University Relations.  The Director of Development is charged with daily operations and coordination of fund raising efforts and a fund raising staff (6.5 FTE, a .5 increase from 2007-2008) assigned to each of the University’s major degree granting colleges for constituent development. A central annual giving program (1 FTE) utilizes student callers to contact all alumni for support and an office of donor stewardship (1 FTE) handles all donor recognition programs.  Currently there are no general activities being conducted under the umbrella of “community engagement” but a number of activities contain programmatic elements that would be considered community engagement.

The fundraising directed to community engagement continues most often to be focused on scholarships, facilities and specific service/outreach projects to support academic programs. In FY2012/2013, $3,374,929 in scholarship awards was given to 2,733 students, an increase of $374 K in scholarship support over FY 2008-2009. Donor support for new facilities in FY 2012-2013 exceeded $1.695M including gifts from the Christy-Houston Foundation and Rutherford County, Tennessee for MTSU’s new Science Building as well as a gift to the Andrew Woodfin Miller Sr. Fund. Over $1.9M was donated to the Joey A. Jacobs Chair of Excellence in Accounting Endowment. Specific service/outreach projects were supported by donors in the amount of $67,352.

Additionally, fundraising for specific service/outreach programs was supported by campus-wide participation in projects such as: the 2012-2013 Employee Charitable Giving Campaign ($111,073 from 724 employees) and the 2013 Up ‘til Dawn project, a student sponsored program to raise money for St. Jude Children's Research Hospital ($22,640, 13th year for project). Also, the campus raised over $30,000 toward a goal of $50,000 for Habitat Blitz Build (6th year for project). Students, alumni, and staff join efforts to build a house from the ground up in one week when fundraising goal is met.

MTSU also received over $5.7M in public service grants in FY 2012-2013 from a variety of state and national agencies. See list of grants projects here:

2.d. In what ways does 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. (Word limit: **500**)

MTSU invests in a variety of projects and services to the community. Selected examples:

**Public Service Committee Grants**, administered by MTSU's University College, support faculty projects and activities that enhance the university's public service mission, making the specialized knowledge and expertise of its faculty and professional staff available to the region, state, nation, and the community at large. 100% MTSU funded. See link: <http://www.mtsu.edu/universitycollege/training/pdf/ps_grants_awarded.pdf>.

**Public Service Grant Matches** support public service grants. $12,5K budgeted annually through the Office of Sponsored Research.

**Mind to Marketplace** (M2M) is a regional private/public sector collaboration that strategically links people and organizations to bring innovation and technology to the marketplace. 50% MTSU funded. 50% grants/sponsors funded. See link: <http://www.mind2marketplace.com/>.

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The **Center for Historic Preservation** (CHP), a Center of Excellence, is a full-time research and public service institute that contributes significantly to the University’s academic programs by supporting and directing undergraduate and graduate students in research and experiential learning experiences related to heritage and community building. 72% MTSU funded. See link: <http://www.mtsuhistpres.org/>. 38% grants and special legislative allocation funded.

**MTSU Farm Laboratories** is an experiential learning site for courses such as Field Crops, Swine and Dairy Production, Milk Processing, and Beekeeping and also provides educational outreach to both the local community (5,000 citizens per year) and agricultural industry. 100% MTSU funded. See link: <http://www.mtsu.edu/abas/2012-13%20newsletter%20Revised.pdf#page=7> DEAD LINK

The **MTSU Interdisciplinary Microanalysis and Imaging Center (MIMIC)** provides microscopy services to companies in the area.  A number of companies have worked with MIMIC to analyze samples. 100% MTSU funded. See link: <http://capone.mtsu.edu/mimic/>

**Todd Art Gallery** hosts art from around the country as well as student exhibitions. The gallery is open to the public. 100% MTSU funded. See link: <http://www.mtsu.edu/art/barngallery/>

**Observatories**

MTSU’s observatory complex utilizes a design that includes the traditional dome-shaped structure housing the main telescope, combined with an adjacent plaza serving as a continuous-use, self-guided, hands-on, naked-eye observatory. The observatories and programming are open to the public. 100% MTSU funded. See link: <http://www.mtsu.edu/physics/observatoriesHome.php>.

**WMOT**, the University’s National Public Radio affiliate, is a professionally managed public service radio station featuring jazz, news, and information programming located at 89.5 on the FM dial. 65% MTSU funded. 35% donor/grants funded. See link: <http://wmot.org/>

**WMTS** and **Channel 10** are a student-operated alternative radio station (located at 88.3 on the FM dial) and a cable channel, respectively, that serve the local community. 100% MTSU funded. See links: <http://www.wmts.org/> and <http://www.mtsutv.org/wiki/Welcome>.

**School of Music** offers a full set of music performances by student and faculty organizations throughout the year which are free and open to the public. 100% MTSU funded. See link: <http://www.mtsu.edu/music/>

**University Theatre** productions are student and faculty produced and include children’s theatre productions. All are open to the public. 30% MTSU funded. 70% patron/grants funded. See link: <http://www.mtsu.edu/theatre/>

**MTSU Dance Theatre** is a company of students and faculty members that perform throughout the year at MTSU and tour regionally. Dance theatre productions are open to the public. 85% MTSU funded. 15% patrons funded. See link: <http://www.mtsu.edu/dance/>

See other examples <http://www.cbisaonline.com/mtsu_6032>.

***Documentation and Assessment***

3. Provide narratives addressing the following:

a. 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. (Word limit: **500**)

On the institutional level, MTSU identifies two Academic Master Plan (AMP) goals directly related to community engagement: Quality and Outreach/ Partnerships. See AMP here: <http://www.mtsu.edu/provost/masterplan/amp.pdf>. Progress on measurable objectives for these two goals is tracked annually. See quality objectives related to engagement here: <http://www.mtsu.edu/provost/AMP12-13.pdf> . See Outreach/Partnership objectives here: <http://www.mtsu.edu/provost/AMP12-13.pdf>. The AMP is tracked by the Office of the University Provost for continuous improvement processes.

Public service activity reports are completed by all faculty members as part of the annual evaluation process and reported in aggregate at the college level to the Provost in annual budget hearings. These reports include: consultations, workshops, applied research, technical reports, public performances, etc. Other tracking systems in place include: 1) the University College records and tracks professional outreach activities/programs conducted through the college and includes a report on these activities in the budget process; 2) each of the other colleges also tracks outreach and partnerships programs/activities in their respective colleges, i. e., the College of Education uses a comprehensive database tracking system that includes a component for students' e-learning portfolios and faculty members' professional portfolios. 3) The EXL Program (service-learning, practicums, internships, etc., ) conducts an annual campus-wide assessment of the total number of EXL projects that impact the community, the number of students involved in these projects, the numbers of hours spent completing these projects, and the dollar value of these activities. EXL student learning outcomes are also assessed for continuous improvement. This data is collected annually. The Office of International Affairs annually tracks the numbers of study abroad programs, faculty and student exchanges, and service projects and provides aggregate data with respect to numbers of faculty and students engaged in the international education area for learning assessment and budget purposes.

The University has implemented additional comprehensive, campus-wide databases (since 2008) of engagement activities: A website was established to feature highlights of selected partnerships. See <http://www.mtsu.edu/partner/>; and the Partnerships database, which posts and tracks selected partnerships, public service (including projects that are supported by MTSU funds), outreach, internships, service and experiential learning and partnerships activities, was fully implemented through 2012 and is found here: <http://cte.mtsu.edu/partner/FMPro?-db=partner&-lay=main&-format=partner.htm&-view>. In 2012-2013, the University transitioned to the Lyon Software's Community Benefit Inventory for Social Accountability (CBISA) to allow for the collecting, tracking and reporting of community-based research in a central cloud-based software so that impact can be more easily measured. Both databases were managed by the Coordinator of Strategic University Partnerships. See database here:

<http://www.mtsu.edu/partner/CBISA%20letter%20to%20faculty.pdf>.

An Experiential Learning Scholars (EXL) website has been developed. See <http://www.mtsu.edu/exl/>. An experiential learning data base was developed in 2012 and is updated annually by the Office of Experiential Learning to facilitate linkages between student and faculty experiential learning opportunities with community defined needs. Access database here: <http://www.mtsu.edu/cgi-bin/users/webprod/EXL/EXLLogin.cgi>.

MTSU implemented the University Master Calendar in 2012-2013. Events of campus activities are posted to encourage the public to avail itself of campus activities open to the public. This database is updated daily and is managed by the Division of Business and Finance. <http://www.mtsu.edu/calendar/>.

b. Describe the mechanisms used for systematic campus-wide *assessment and measurement* of the impact 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. (Word limit: **500**)

Campus-wide partnerships and engagement data, including EXL data, are critical components in the University's annual reporting to the Tennessee Board of Regents regarding progress with its strategic plan (see <http://sp.tbr.edu/>) and to the Tennessee Higher Education Commission for performance funding reporting (See MTSU Performance Funding report here: [http://www.mtsu.edu/iepr/funding.php](http://www.mtsu.edu/iepr/funding.php%2012-13) *2012-13 is not posted yet*. ). These reports are made by the Office of Institutional Effectiveness, Planning and Research (IEPR). Individual colleges and departments use the tracking in their planning for new programs, the evaluation of existing programs, and as inputs for their institutional effectiveness plans. The plans are reviewed by IEPR and updated annually to insure the use of assessment results to make program improvements., i.e., the University College has annual goals for its professional development programs and uses assessment data to monitor and improve the programs. (See Department/Unit IEARs TK20 link: <https://cwmtsu.tk20.com/campustoolshighered/klogin_body.do>. Additionally, the EXL Scholars Program uses the data to ascertain successes with program benchmarks (identified as a measurable objective in the University's strategic plan) and as part of its program planning and evaluation processes. See EXL benchmark reporting here: <http://www.mtsu.edu/sacs/pfr/Exhibit%2020%20-%20Assessments%20and%20Benchmarks%20Met%20for%202012-2013%20Final2.pdf>. See MTSU SACSCOC Fifth-year Quality Enhancement Plan: Experiential Learning Scholars Program update link: <http://www.mtsu.edu/sacs/PartV.php>. Summative EXL data are also used to ascertain impact of the program on the community.

c. 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? (Word limit: **500**) Increased volume; better connected to learning outcomes, more community informed (community needs assessment)

MTSU has continuously improved its tracking and evaluation processes of engagement activities. For example, data gathered from implementation of the EXL project yielded significant findings specifically related to the impact of experiential learning experiences on student learning, program effectiveness, and community impact. See assessment data and evaluation results from 2008-2012 here: <http://www.mtsu.edu/sacs/PartV.php#exhibit1>. EXL summary data: <http://www.mtsu.edu/sacs/PartV.php#exhibit3>. The data from the EXL project were used as a basis to develop new courses and to revise existing courses to include EXL components. The data were also used to inform the development of the Quest for Student Success plan to improve retention and graduation rates of MTSU students.

The Tennessee Higher Education Commission specifically requires an institution to make an annual Assessment Implementation (Standard 1.f.) for Performance Funding purposes and allocates funding based on review findings. See MTSU 2012-2013 Performance Funding report (Standard 1.f) here: <http://www.mtsu.edu/sacs/pfr/>. See Performance funding review score here: <http://www.mtsu.edu/iepr/docs/PF1415_THEC.pdf>.

Illustrative of assessment findings: As part of data scanning for the impact of the EXL program on student retention and graduation rates, the 2012-2013 MTSU Graduating Senior Survey data indicate that a higher percentage of EXL students report positively on a number of variables than non-EXL students: Ability to critically analyze ideas and information; Ability to lead or guide others; Ability to plan and carry out projects independently; and Value learning as a lifelong process. They also viewed their major degree program more positively with respect to Quality of courses in preparing you for employment; Opportunities to express ideas in writing in the major; Understanding how to research a topic or idea; and Experiential (hands-on) learning. Data related to student evaluations of faculty indicate that students ranked MTSU faculty members who teach EXL courses higher than they ranked faculty who did not teach EXL courses in the following areas: Gives assignments related to the goals of the course; Cares about the quality of his/her teaching; Has genuine interest in students; Relates to students as individuals; Is enthusiastic about his/her subject; and motivates me to do my best work. See 2013 MTSU Graduating Senior Survey link: <http://www.mtsu.edu/iepr/docs/gssresults_mtsu.pdf>.

***Impact on students***

d. Describe one key finding from current data and indicate how you arrived at this finding (word limit: **500**

MTSU uses NSSE survey results as one indicator of student engagement. NSSE results are tracked over time and used in Performance Funding and Academic Master Plan reporting. NSSE data for 2009 compared to 2006 indicated:

Seniors reported increased communication and activities outside of class with both faculty and other students; seniors spend more time in meaningful, character‐building activities such as community service and volunteer work and seniors spent slightly more time in on‐campus jobs (shown by research to increase university loyalty) and less time working in off‐campus jobs.

NSSE data for 2011 indicated:

Students who evaluated their entire educational experience at MTSU as positive (good or excellent) rose two percentage points to 84%. Seniors reported increased number of hours spent preparing for class compared to the 2008 and 2009 surveys, are participating more in classes by asking questions and contributing to class discussions, and more students reported plans for, or having already performed, community service or volunteer work. Although these improvements were noted compared to three years ago, MTSU’s 2011 results were below those of all NSSE respondents for 68% of the questions. Many were significantly below, as shown on the following comparison of means for each benchmark as summarized below. Note: NSSE groups questions into five types for benchmarking: Level of Academic Challenge (LAC), Active & Collaborative Learning (ACL), Student-Faculty Interaction (SFI), Enriching Educational Experiences (EEE), and Supportive Campus Environment (SCE). Comparison of means for each benchmark is summarized below. MTSU NSSE Statistical Benchmark Mean Significance LAC 54.3 57.4 \*\*\* ACL 48.9 51.3 \*\*SFI 39.0 42.0 \*\* EEE 35.4 40.5 \*\*\*SCE 54.0 59.1 \*\*\*Statistical significance: \*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed). Conclusion: Student engagement has been positively impacted by student engagement initiatives per internal measures, but the University must continue to strengthen its commitment to service to meet NSSE benchmarks. <http://www.mtsu.edu/iepr/docs/nssecomp.pdf>

***Impact on*** ***faculty***

e. Describe one key finding from current data and indicate how you arrived at this finding (word limit: **500**):

MTSU American Democracy Project (ADP) annual summary reports indicate increasing faculty involvement in activities aimed toward increasing student civic engagement. MTSU's Academic Master Plan 2007-2017 identifies the following Quality objective: Develop and offer activities to increase student engagement on campus. As a component of the ADP project, a decision was made proactively to use Faculty Learning Communities (FLCs) focused on civic engagement (CE) to generate faculty interest in creating student CE activities. In the first FLC (2009-2010), faculty ended their year-long study by participating in a national forum and webinar on CE; convened a campus-wide Roundtable Dialogue on freedom of speech, and transformed the FLC into an ADP faculty working group to organize additional ADP activities. In 2010-2011, faculty showcased CE courses at a campus-wide Faculty Share Fair; hosted a university-wide roundtable brown bag during Scholars Week to discuss transitioning courses within a discipline to implement CE; saw germination/colonization of CE programming spreading independently through the campus, e.g., new Chemistry and Tennessee History EXL courses offered via a student Raider Learning Community, the study of the Constitution and the design of Constitutional-concept posters in Graphic Design (Department of Art), and the compilation of a service learning community partners data bank by the Department of Political Science for faculty course projects. The ADP faculty working group also joined the AASCU Civic Agency initiative and took students to Washington, D.C.; facilitated work and growth of student organizations focused on CE, e.g., the American Democracy Project Student Organization; and generated on-campus and nation-wide dialogue of appropriate ways to institutionalize civic learning and civic engagement through faculty incentives. In 2012-2013 faculty CE activities deepened their impact via focus on the national election and on a campus civic health survey. Selected activities included: expanded Constitution Day (CD) events (09/17/13) across campus with individual CD ceremonies in each of the undergraduate colleges with its own local reading of the U.S. Constitution by deans, faculty and students; hosted a naturalization ceremony on campus for 288 new American citizens in partnership with the U.S. District Court, Middle District of TN, the U.S. Citizenship and Immigration Service, the U.S. Marshals Service, and the Rutherford County Election Commission with Chief Justice of the Tennessee Supreme Court presiding (the ceremony was broadcast via live-stream simulcast); printed copies of the 19th Amendment to the Constitution in a hands-on do-it-yourself experience on MTSU’s replica eighteenth-century printing press at Walker Library; and used almost 6,000 copies of the U.S. Constitution in their classes in Constitution-based curricula.

***Impact on community***

f. Describe one key finding from current data and indicate how you arrived at this finding (word limit: **500**):

The EXL Office annually tracks the number of non-profit agencies served by students in the EXL program, the number of students involved with those agencies, and the number of volunteer hours the students provided to those agencies. The office calculates the dollar value of the volunteer hours served. Thus, the office arrives at a dollar impact. Quality significance of service impact is solicited from evaluative information gathered from agency personnel. Those evaluations are maintained in the EXL Office. In 2012-2013, 103 non-profit agencies were served by 4991 students who contributed over 239,467 volunteer hours valued at $5,301.799.38 (Based upon 2012 National Value of Volunteer Time by Independent Sector Rate of $22.14). An example of the impact of a specific EXL project on a community client(s) is here:

Students in Managerial Decision Making (MDM) and Senior Seminar EXL classes (in the Department of Management and Marketing) focused on a public service project to benefit Wee Care Day Care, a day care center located just blocks away from the MTSU campus that serves 30 children ranging in ages from 1 to 5 years. The day care center, a non-profit agency located in an aging building, serves low-income students. The families of these mostly African and Hispanic American children pay for day care on a sliding scale (The center participates in the subsidized child care program).

Both the Wee Care staff and MTSU students in the MDM class recognized the importance of introducing and educating the children to various technologies so that they could be as prepared for school as children attending preschools or children who have the use of technology at home. The staff also recognized the need to learn and use technology themselves, especially in ways to inform, build relationships, and support Wee Care Day Care children and their families i.e., build a day care website for information sharing. The day care had neither computers nor any technology-based educational programs for the children. Additionally, staff had a “wish list” for help with other projects to support the children's learning.

Seven management students solicited and received a Lowe’s Community Improvement Project Partnership Grant. They then used the funding and their managerial decision making skills to plan, organize, lead, and control seven mini-projects within the class project to help the Center. The student team executed the extensive project in less than 12 weeks directly impacting over 60 local community members. The students (1) custom built a computer station designed with young children in mind (2) built from scratch two computers (and worked to obtain educational software) (3) custom built diaper cubbies (4) built a shed to protect toys left outside the facility from theft and the weather (5) built and provided two picnic tables (6) began work on the design and launch of a website (work on it continued into the next semester) (7) and secured additional funds, through fundraising/partnerships, to support Center projects. The project significantly impacted the children's access to new learning tools, improved their learning spaces, and according to the Wee Care Day Care staff, improved their learning.

A Senior Seminar (SS) class continued projects to support the Center the next semester. When Wee Care Day Care was cited by the Department of Human Services to “Replace carpet and mat in Theatre area – Urgent”, two SS classes consisting of 44 MTSU marketing students conducted two fundraisers to raise money to improve the theatre area and to also tackle other projects identified by staff. Marketing students divided into nine teams to create promotional pieces, generate awareness, and gain sponsors for the fundraisers: a campus Silent Auction and a Golf Scramble. The students applied marketing skills and secured donations from 39 community partners. With a match from Modern Woodmen Fraternal Financial, the teams successfully raised more than $8,000 for the required renovations in the Theatre area.

***Impact on institution***

g. Describe one key finding from current data and indicate how you arrived at this finding (word limit: **500**): Retention/graduation rates

As part of MTSU’s data scanning for the impact of the EXL program on student retention and graduation rates, data analyses indicate that: MTSU EXL students have a better perception of their learning than non-EXL students. EXL have higher satisfaction rates with their college experience than non-EXL students. EXL students graduate at a higher rate than non-EXL students.

Student learning assessments provide evidence that the EXL Scholars Program has a positive benefit for students and does enhance students’ learning experiences. Students who have positive learning experiences are more likely to stay in college and graduate.

An analysis of EXL and non-EXL students (Program Outcome 5) provides evidence of differences in learning. While these results are students’ perceptions and an indirect measure of student learning, it is evident that EXL students have significantly different perceptions than their non-EXL counterparts (See Exhibit 5 in the MTSU Quality Enhancement Report here: <http://www.mtsu.edu/sacs/PartV.php> ).Results indicate there are significant differences (.05 level) in EXL and non-EXL students for almost all questions analyzed. EXL students believe that MTSU has contributed to their knowledge, skills, and personal development. For example, 85 % of EXL students report “exercising public responsibility and community service” compared to 65 % of non-EXL students (significant at the .001 level) and 100 % of EXL students report “ability to function as part of a team” compared to 85% of non-EXL students (significant at the .001 level).

There are also significant differences in EXL and non-EXL students in their report of learning opportunities offered in their majors (practicum/internships, quality of courses preparing for employment, opportunity to express ideas in writing, understanding how to research a topic, and experiential learning). It appears that EXL students and non-EXL students perceive their learning experiences are significantly different. It should be noted that the EXL Program emphasizes these areas where differences are reported by EXL and non-EXL students. There are two areas where we cannot say there are significant differences between EXL and non-EXL students: "developing a tolerance for divergent views" and "understanding of diverse cultures and values." However, means are higher for EXL students than non-EXL students for these two issues. This issue has been addressed by EXL faculty.

These findings have led a significant number of faculty to invest in curricular improvements to incorporate “hands on” learning and/or EXL components into their courses. These efforts have, in some cases, been supported by stipends awarded by the EXL program to faculty for course redevelopment.

***Professional Development***

4. As evidence provided for your earlier classification, you described the ways the institution offers professional development support for 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? (Word limit: **500**)

Increased support for faculty development has led to a deepening of MTSU’s experiential/civic engagement teaching and learning culture. MTSU's Learning, Teaching and Innovative Technologies Center (LT&ITC) continues to provide faculty development programs/activities in experiential learning (including service learning, internship development, capstone course design, etc.) available to all instructional faculty. Services have been expanded to include workshops specifically targeting adjuncts and graduate teaching assistants. See website here: <http://www.mtsu.edu/ltanditc/>.

A more fulsome mentoring program has been implemented (See Mentoring Program here: <http://www.mtsu.edu/ltanditc/mentoring_program.php> ) and numbers of workshop offerings have increased. See links to videos of program offerings (including 2012-2013) here: <http://mtsu.edu/ltanditc/workshop_videos.php>. Many of these videos chronicle workshops and/or discussions focused on experiential learning and engaging students in active learning. The Center completed a pilot for and implemented a robust Faculty Learning Community initiative. Faculty Learning Communities (FLC) bring together six to ten faculty members from various disciplines to focus on researching and testing a scholarly and pedagogical topic that is important to the larger academic community. Five FLCs have been supported to engage in year-long study of student civic engagement since the program was begun in 2009. See program description here: <http://www.mtsu.edu/ltanditc/facultylearningcommunity-1.php>. Additionally the Center has sponsored or co-sponsored workshops by national experts in pedagogy related to student engagement, i.e., . The Office of the University Provost has funded faculty participation in annual national American Democracy Project (AASCU) meetings and initiatives for the past five years including the support of four faculty to participate in projects, such as Stewardship of Public Lands: Politics and the Yellowstone Ecosystem project.

The EXL Scholars Program also offers a program to assist faculty in adapting their courses for the EXL designation via workshops, faculty consultations and some grant support. These faculty members often provide mentoring to other faculty who are interested in developing EXL courses. Twenty six faculty members have participated in some form of mentoring since the beginning of the program.

***Faculty Roles and Rewards***

5. Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty with expertise in and commitment to community engagement?

🞏 No 🞏x Yes

Describe (word limit: **500**):

The MTSU standard hiring advertisement template for all faculty positions includes the following statement: "Excellence in teaching, research/creative activity and service is expected for all positions." See sample hiring template here: <http://www.mtsu.edu/provost/forms/draftad.pdf>. The community engagement requirement is further specified for some positions. Examples: Aerospace-Maintenance Management, "The department is particularly interested in appointing an individual who will enhance. . . our efforts to build collaborative relationships with industry"; Speech and Theatre, "Scholars . . . interested in service-learning and experiential learning are strongly encouraged to apply"; and Music-Piano, " duties include solo and chamber music performance, recruiting, and service to the institution and the profession".

6. 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 reward faculty scholarly work that uses community-engaged approaches and methods? (Word limit: **500**) change of policy to include service and pedagogy professional development

Tennessee Board of Regents and MTSU tenure and promotion policies have not changed since MTSU’s successful classification.

7. Is there an institution-wide **definition** of faculty scholarly work that uses community-engaged approaches and methods?

🞏 No 🞏x Yes

The Public Service portion of the Outline of Faculty Data, aligned with Tennessee Board of Regents policies, acknowledges faculty scholarly work related to community outreach, partnerships and engagement. See Outline of Faculty Data here: <http://www.mtsu.edu/provost/forms/ofd.doc>

Please describe and identify the policy (or other) document(s) where this appears and provide the definition. (Word limit: **500**)

Tennessee Board of Regents policy no. II:01:05B: Policies and Procedures for Promotion and Tenured and Tenurable Faculty state: ". . . all faculty members considered for promotion will be evaluated with respect to their performance in (1) teaching; (2) research/scholarship/creative activity; and (3) service/outreach. . . service/outreach must be performed at the same level of quality that characterizes the teaching and research/scholarship/creative activity programs. . . evaluation of service/outreach will be based on an appraisal of the candidate's performance, resourcefulness, and creativity . . . criteria should include: community service programs; public service consultation. . . “Tennessee Board of Regents Policy: 5:02:03:60-- Policy on Academic Tenure states: "Service and/or outreach encompass a faculty member's activities in one of three areas: outreach or public service, university service, and professional service . . **.** the outreach or public service function is the university's outreach to the community and society at large, with major emphasis on the application of knowledge for the solution of problems with which society is confronted. Outreach primarily involves sharing professional expertise and should directly support the goals and mission of the university. A vital component of the university's mission, public service must be performed as the same high levels of quality that characterize the teaching and research programs." See TBR policies here: <https://policies.tbr.edu/policies/academic-tenure-universities> and here: <https://policies.tbr.edu/policies/faculty-promotion-universities>

Annual faculty performance evaluations recognize public service and scholarship on teaching and learning (pedagogy) related to one’s discipline as components of evaluation. See Outline of Faculty Data here: <http://www.mtsu.edu/provost/forms/ofd.doc> . See Faculty Handbook here: <http://www.mtsu.edu/provost/fac_handbook/mt_personnel.php#p4>

8. Are there **institutional level policies** for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

🞏 No 🞏x Yes

If needed, use this space to describe the context for policies rewarding community engaged scholarly work (word limit: **500**):

MTSU policies are directly aligned with Tennessee Board of Regents policy for the purpose of evaluation of faculty for tenure and/or promotion. Tennessee Board of Regents policy no. II:01:05B: Policies and Procedures for Promotion and Tenured and Tenurable Faculty state: ". . . all faculty members considered for promotion will be evaluated with respect to their performance in (1) teaching; (2) research/scholarship/creative activity; and (3) service/outreach. . . service/outreach must be performed at the same level of quality that characterizes the teaching and research/scholarship/creative activity programs . . . . evaluation of service/outreach will be based on an appraisal of the candidate's performance, resourcefulness, and creativity . . . criteria should include: community service programs; public service consultation. . . “Tennessee Board of Regents Policy: 5:02:03:60-- Policy on Academic Tenure states: "Service and/or outreach encompass a faculty member's activities in one of three areas: outreach or public service, university service, and professional service . . . the outreach or public service function is the university's outreach to the community and society at large, with major emphasis on the application of knowledge for the solution of problems with which society is confronted. Outreach primarily involves sharing professional expertise and should directly support the goals and mission of the university. A vital component of the university's mission, public service must be performed as the same high levels of quality that characterize the teaching and research programs." See TBR policies here: <https://policies.tbr.edu/policies/academic-tenure-universities> and here: <https://policies.tbr.edu/policies/faculty-promotion-universities>. See MTSU college and department/school policies here: <http://www.mtsu.edu/provost/tenpro/>.

9.a. Is community engagement rewarded as one form of **teaching and learning**?

🞏 No 🞏 Yes x

Please describe and provide text from faculty handbook (or similar policy document) (word limit: **500**):

The MTSU Outline of Faculty Data is used by faculty in preparing for tenure and promotion as well as annual evaluations. Community engagement is rewarded as one form of teaching and learning under I. TEACHING (Teaching includes strategies by which information is imparted so that others may learn, and may include, but is not limited to, a variety of techniques including instruction, student advising and/or mentoring, development of course materials, courseware, and innovative approaches to instruction) Supervision of Specialized Instructional Activities: Community-based Learning Activities (service learning, practica, internships, experiential learning): See Outline of Faculty Data here: <http://www.mtsu.edu/provost/forms/ofd.doc>.

9.b. Is community engagement rewarded as one form of **scholarship**?

🞏 No 🞏 Yes x

Please describe and provide text from faculty handbook (or similar policy document) (word limit: 500):

The MTSU Faculty Handbook (<http://www.mtsu.edu/provost/fac_handbook/tenure.php>) states (for tenure and promotion purposes): “(3) An appraisal of the candidate's local, regional and national stature. Although the achievement of national stature is sometimes difficult for faculty whose service/outreach activities are primarily directed to groups within the state, the public service professional should take advantage of every opportunity to project his or her accomplishments among peers on a local, regional, and national basis. Service/outreach work is sometimes not publishable. The results may be in the form of direct consultations, planning reports, or instructional time directed largely to the recipients of university service programs. But certain aspects of service/outreach work are suitable for publication in professional journals. For example, unique techniques developed to motivate clients, or new approaches to the transfer and application of knowledge, would be of interest to peers in other public service programs across the nation.” The MTSU Faculty Handbook (<http://www.mtsu.edu/provost/fac_handbook/tenure.php>). See Outline of Faculty Data here: <http://www.mtsu.edu/provost/forms/ofd.doc>.

9.c. Is community engagement rewarded as one form of **service**?

🞏 No 🞏 Yes x

Please describe and provide text from faculty handbook (or similar policy document) (word limit: **500**):

The MTSU Faculty Handbook (<http://www.mtsu.edu/provost/fac_handbook/tenure.php>) defines service for promotion purposes as: “Service/Outreach encompasses a faculty member's activities in three areas: public service; university service; and professional service. 1. Public service is the university's outreach to the community and society at large, with major emphasis on the application of knowledge for the solution of problems with which society is confronted. Public service primarily involves sharing professional expertise and should directly support the goals and mission of the university”.

The Handbook defines (see Handbook ) service for tenure purposes as: “Service/Outreach: 1. Overview. As a vital component of the university's mission, service/outreach must be performed at the same level of quality that characterizes the teaching and research/scholarship/creative activity programs. Service/Outreach encompasses a faculty member's activities in three areas: public service, university service, and professional service. a. Public service is the university's outreach to the community and society at large, with major emphasis on the application of knowledge for the solution of problems with which society is confronted. Public service primarily involves sharing professional expertise and should directly support the goals and mission of the university. . . . (3) An appraisal of the candidate's local, regional and national stature. Although the achievement of national stature is sometimes difficult for faculty whose service/outreach activities are primarily directed to groups within the state, the public service professional should take advantage of every opportunity to project his or her accomplishments among peers on a local, regional, and national basis. Service/outreach work is sometimes not publishable. The results may be in the form of direct consultations, planning reports, or instructional time directed largely to the recipients of university service programs. But certain aspects of service/outreach work are suitable for publication in professional journals. For example, unique techniques developed to motivate clients, or new approaches to the transfer and application of knowledge, would be of interest to peers in other public service programs across the nation. The MTSU Faculty Handbook (<http://www.mtsu.edu/provost/fac_handbook/tenure.php>).

10. Are there **college/school and/or department level policies** for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

🞏 No 🞏 Yes x

Which colleges/school and/or departments? List Colleges or Departments:

All college and department/school level promotion and tenure policies are aligned with Tennessee Board of Regents (TBR) policy related to public service. See College and Department/School policies here: <http://www.mtsu.edu/provost/tenpro_policies.php>

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

100 per cent of MTSU colleges/departments/schools have a service component to hiring, employment, and annual evaluation. See TBR policies here: <https://policies.tbr.edu/policies/academic-tenure-universities> and here: <https://policies.tbr.edu/policies/faculty-promotion-universities>. See MTSU College and Department/School policies here: <http://www.mtsu.edu/provost/tenpro_policies.php>. See MTSU faculty hiring manual here: <http://www.mtsu.edu/provost/forms/hpflow.pdf>. See MTSU Faculty Handbook here: <http://www.mtsu.edu/provost/fac_handbook/tenure.php>

All college and department/school level promotion and tenure policies are aligned with Tennessee Board of Regents policy. See policies here: <http://www.mtsu.edu/provost/tenpro_policies.php>.

Additionally, all faculty members must complete and are evaluated annually as well as for tenure and promotion based on information provided in the Outline of Faculty Data. A required component of the outline is “Service Outreach (As a vital component of the university’s mission, service/outreach must be performed at the same level of quality that characterizes the teaching and research/scholarship/creative activity programs. Service/Outreach encompasses a faculty member’s activities in three areas: public service, university service, and professional service.). Public Service (Public Service is the university’s outreach to the community and society at large, with major emphasis on the application of knowledge for the solution of problems with which society is confronted. Public service primarily involves sharing professional expertise and should directly support the goals and mission of the university.) Extension and Outreach Activities Related to Your Field of Expertise (e.g. community workshops, invited talks to community groups, seminars, lectures, demonstrations, etc.) in Which You Have Engaged” See Outline of Faculty Data here: <http://www.mtsu.edu/provost/forms/ofd.doc>

Please provide three examples of colleges/school and/or department level policies, taken directly from policy documents, in the space below (word limit: **500**):

See links to all college and department/school promotion and tenure policies here: <http://www.mtsu.edu/provost/tenpro_policies.php>

Department of Recording Industry policy example: “In its review the PTRC shall consider the faculty member’s performance in three critical areas of instruction, research/scholarship/creative activity, and service/outreach.” See Department of Recording Industry policy here: <http://www.mtsu.edu/provost/tp_policies/recordind.pdf>

School of Nursing policy example: “4. As indicated in the University policy for promotion to Full Professor the candidate must demonstrate “national recognition”. Within the School of Nursing, “national recognition” is defined as achieving a level of excellence in either research/scholarship/creative activity or service/outreach and having the regard of colleagues across the country as a result. It can be demonstrated through a variety of activities. The ones included under each area are meant to be examples rather than an exhaustive list. . . .

B. Service/Outreach

Election to office on a national or international level

Appointment as a committee chairperson/member at the national level

Work as an editor, proceedings editor or guest editor of a nationally distributed

journal

Administration/receipt of a service grant from a national organization

Receiving a national or international award for teaching excellence in nursing. . . .

5. Clinical-track and coordinator faculty must submit an Outline of Faculty Data and peer

evaluations (see 3c under Process) for annual review.

See School of Nursing policy here: <http://www.mtsu.edu/provost/tp_policies/nursing.pdf>

Department of Chemistry policy example: “Faculty members considered for promotion and/or tenure shall be evaluated with respect to their performance in (1) teaching, (2) research/scholarship/creative activity, and (3) service/outreach. While all candidates for promotion and/or tenure are expected to meet acceptable standards in all 3 categories, candidates for associate professor are also expected to demonstrate high quality in teaching and high quality in either research/scholarship/creative activity or service/outreach. Promotion to full professor requires sustained high quality in teaching and a demonstration of high quality that is recognized at the national level in research/scholarship/creative activity or service/outreach.” See Department of Chemistry policy here: <http://www.mtsu.edu/provost/tp_policies/chemistry.pdf>

11. Is there **professional development for faculty and administrators who review candidates’ dossiers** (e.g., Deans, Department Chairs, senior faculty, etc.) on how to evaluate faculty scholarly work that uses community-engaged approaches and methods?

🞏 No x 🞏 Yes

Describe the process, content, and audience for this professional development and which unit(s) on campus provides the professional development (word limit: **500**):

MTSU does not have a professional development program for reviewers of candidates’ dossiers. Operationally, new faculty members receive formal and informal mentoring by department chairs/school directors/senior faculty members on what to include and how to complete the MTSU Outline of Faculty Data (which includes a service component) beginning their first year. In annual evaluation sessions by the department chair and/or school director and in first, second, third, fourth and fifth-year tenure-track reviews, faculty members receive feedback regarding their progress in teaching, research/scholarship/creative activity and service/outreach. The University Provost also conducts a session annually with new faculty to discuss the tenure and promotion process at MTSU. This formative approach to both the meaning and context of tenure and promotion is anticipatory to a candidate’s receiving tenure and/or promotion. MTSU tenure and promotion processes include a review of a candidate’s professional portfolio by a faculty committee at the department/school level, by the department chair/school director, by a faculty committee at the college level, and by the dean of the college before the dossier is submitted to the Office of the University Provost for review by the Vice-Provost for Academic Affairs and the University Provost. The dossier is then reviewed by the President of the University who makes the final determination to recommend/not recommend the candidate for tenure/promotion to the Tennessee Board of Regents (TBR). The TBR is the granting authority for tenure/promotion. See TBR tenure/promotion policies: and ; MTSU policies: ; and college/department guidelines: .

12. If current policies do not specifically reward community engagement, is there **work in progress** to revise promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?

🞏 No 🞏 Yes

Describe the process and its current status (word limit: **500**):

Current MTSU policies specifically reward community engaged approaches and methods for scholarly work. See Tennessee Board of Regents policy links here: <https://policies.tbr.edu/policies/academic-tenure-universities> and here: <https://policies.tbr.edu/policies/faculty-promotion-universities>. See MTSU College and Department/School policies here: <http://www.mtsu.edu/provost/tenpro_policies.php>.

***Student Roles and Recognition***

13. 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. (Word limit: **500**)

The Leadership and Service Office (See <http://www.mtsu.edu/leadandserve/>.) provides on-going programs to support students through student organizations, leadership development and providing community service. Students are provided tools to develop leadership abilities through creating, planning, and implementing activities. Examples of annual student driven leadership ans service projects: Bettering Our Leaders for Tomorrow (B.O.L.T.) undergraduate student leaders, plan and implement student leadership programs; and Make a Difference Week, an annual Student Government Association (SGA) event, consists of a Community Service Roundtable, service project and a Volunteer Fair (30+ local community agencies participated 2012-2013). Student groups also organized projects to address specific community needs: Kappa Delta’s Annual Wing Fling to benefit Prevent Child Abuse America. (raised $17,500 in 2013). See Office of Fraternity and Sorority Life Annual Report: <http://issuu.com/allisoncomm/docs/annual_report_2012-2013>.

The SGA President sits on the President's Cabinet and students sit on the Experiential Learning Scholars Program (EXL) Advisory Board and the Public Service Committee. EXL students provide feedback to the faculty and program director via surveys/reflective essays which are used in assessment of learning activities.

Student leadership opportunities in community engagement have broadened as EXL and the MTSU American Democracy Project (ADP) have matured. For example, EXL Nursing students (205) studied ways of caring for vulnerable populations and engaged in community service-directed interventions, participated in health promotion activities in a community setting (health teaching, immunization clinics, school health screenings, etc.,), and conducted comprehensive family studies to benefit families in a vulnerable population. Sixteen EXL Students in a Human Osteology course completed skeletal inventories of 25 sets of human remains, a pro bono project on behalf of the Tennessee Department of Environment and Conservation, Division of Archaeology, and the Tennessee State Archaeologist.

Students (ADP) provided campus leadership to major civic engagement projects: partnered with student groups/Facilities Services in Earth Day programming; provided research to the policy development agenda for a tobacco-free campus, worked on State Legislation proposing termination of mountaintop removal in Tennessee; undertook community organizing and represented MTSU to the Tennessee Scenic Trails Association regarding the Tennessee Scenic Vistas Protection Act of 2012; conducted a university-wide student survey on undergraduate voting patterns, presented the results of voting poll and voting research to a national ADP meeting (an ADP student was an invited expert panelist on student voting at the meeting); and engaged the Tennessee Higher Education Commission in dialogue on state-wide policy for civic learning in higher education. See Academic Master Plan Update:

Student leadership is recognized campus-wide. Selected examples include: designation of EXL Scholar on the student’s transcript for those students completing the program; EXL Scholars are distinguished in commencement ceremonies, i.e., they wear a special graduation cord and are recognized from the podium by the President; the pinnacle student Community Service Award (See <http://www.mtsu.edu/mtleader/csa_mtleader.php>); student organization awards (See <http://www.mtsu.edu/leadandserve/stuorg_awards.php>.); and the EXL Program honors three Outstanding EXL Student awards each year with a $500 cash value per student (See ). Additionally, students are financially supported to participate in the ADP national conference to showcase their projects.

***Supplemental Documentation***

14. Is community engagement noted on student transcripts?

🞏 No 🞏 Yes x

EXL Scholars Program courses are designated on students' transcripts as "experiential learning" courses and students completing the EXL Scholars Program also have the designation EXL Scholar noted on their transcript. The EXL Scholars designation recognizes completion of required coursework, additional non-credit experiential activities, and an e-portfolio. The transcript notation reads “EXPERIENTIAL LEARNING (EXL) SCHOLAR: Completed hands-on learning courses and designated volunteer activities required for the EXL Scholars Program.” EXL courses are designated EXL in course descriptions in the undergraduate catalog, i.e., [EXL 2010 - Service Learning Practicum](http://catalog.mtsu.edu/preview_course_nopop.php?catoid=10&coid=24707) (<http://catalog.mtsu.edu/preview_course_nopop.php?catoid=10&coid=24707>)

If yes, is this a change from your prior classification?

🞏 No x 🞏 Yes

15. Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus?

🞏 No 🞏 Yes x

Please provide examples (word limit: **500**):

MTSU’s Diversity Statement is aligned with MTSU’s mission and the MTSU Academic Master Plan 2007-2017. Specifically,the University recognizes that . . . . “Responsible citizens must acquire the courage to forego single cultural perspectives and the skills and knowledge to see, consult and find understanding with people of other cultures. A community cannot live without some level of understanding on many basic questions. Learning to come to an understanding, while taking account of multiple points of view, is a skill needed for both individual and community prosperity. . . . . Diversity is a core value at MTSU providing an invaluable competitive asset that promotes excellence because it generates a multiplicity of ideas, attitudes and perspectives. Diversity leads to more innovative and efficient problem solving, fosters an understanding and acceptance of individuals from different backgrounds, and recognizes the contributions that a variety of individuals and groups can make.” See Diversity Plan here: <http://www.mtsu.edu/provost/docs/Institutional_diversity_plan_2011-2015-Revised.pdf>

The Center for Student Involvement and Leadership (CSIL) uses the True Blue Pledge (See pledge here: <http://www.mtsu.edu/trueblue> ) and its Community Values (<http://www.mtsu.edu/trueblue/community-values.php>) as the basis for helping “students pursue personal growth and develop leadership skills that will help them as productive contributors to society throughout their lifetimes”. Core values are based on inclusive community, empowerment, discovery/learning, service, challenge, and balance. See CSIL website here: <http://www.mtsu.edu/leadandserve/>.

Selected examples of community engagement projects that celebrate diversity:

Advancement Via Individual Determination (AVID), a partnership between MTSU and the Metro Davidson County Schools (Nashville), is a college-readiness mentoring program designed to increase the number of students who enroll in four-year colleges. AVID focuses on underserved students who fall into the academic middle range. The program connects MTSU students who volunteer to work with high school students. The mentoring between the college student and the high school student focuses on study skills, discussions about college life, and encouragement for the high school student to graduate. This program has been recognized by the Mayor of Nashville and the PENCIL Foundation. See .

Culture Fest 2012: “Around the World”, an ethnically diverse annual event hosted by MTSU’s Management and Marketing students, entertains and educates the public about understanding and respecting the multiple cultures that make up the Rutherford County community. Upon arrival, guests are given “passports” to be stamped at each nation’s booth. Nation “ambassadors” deliver brief lectures about their culture. International cuisine, a variety of musical styles, traditional dances and unique ethnic items are all part of the total experience. “Culture Fest was inspired by students from Costa Rica who wanted to present the day-to-day truth of Murfreesboro: Many people of different backgrounds live and work together harmoniously every day,” (quote by faculty adviser). The students invite the University community and the broader public to Culture Fest. See .

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

🞏 No 🞏 Yes x

Please provide examples (word limit: **500**):

Student engagement is imbedded in MTSU's Quest for Student Success (QSS) which was formulated during the 2012-2013 AY for implementation fall 2013 (See here: <http://www.mtsu.edu/docs/QuestforStudentSuccess.pdf>). The QSS aims to keep “the University focused on its primary purpose, educating students; and it further weaves student success and academic enhancement into the institutional core and emphasizes how best the University community can engage and support students as they progress, achieve, and graduate.” Based on MTSU data, students engaged in experiential learning were more likely to be retained, to graduate, and to be satisfied with their college experience. Thus QSS strategies incorporate experiential learning as a best practice. Under Goal II: Middle Tennessee State University will enhance the academic experience of students to better ensure their success; the University identifies three objectives related to student engagement and/or experiential learning: Examine courses across the curriculum for the inclusion of pedagogies that will enhance learning, i.e. “hands-on” learning . . . . Enhance co-curricular programming to further complement and support academic programs and to provide students expanded learning opportunities; Establish a Freshman Involvement Initiative that intentionally sets expectations and connects MTSU’s most at-risk students—freshmen—to campus involvement activities; and Establish a Sophomore Student Success Initiative to deepen students’ commitment to achieving academic, career and life-long learning goals.

Selected examples of how student community engagement supports student retention and graduation:

Expanding Your Horizons (EYH) is an annual hands-on science and math conference hosted by the MTSU Chemistry Department that helps girls 6 through 12 investigate careers in the science, technology, engineering and mathematics (STEM) fields; to talk with women in these careers; to attend math and science workshops for girls; and meet other girls interested in science and math. The conference is attended by 400 girls from across the state of Tennessee and is supported by 200 college student volunteers. The conference generates interest in science among young girls but it also serves to engage college students in a leadership role in the STEM areas—serving as role models for the girls that attend, learning more about STEM careers themselves, forming peer-to-peer relationships with those interested in STEM; and meeting professionals in the STEM field. See EYH website here: <http://www.mtsu.edu/wistem/eyh/>.

The Civic Engagement Learning Community is an intentional bringing together of students enrolled in an honors University 1010 (Freshmen Experience) and Honors English 1010 around the theme of civic engagement and civic responsibility. The students strengthen their critical thinking skills and form a better understanding of themselves, the world and their role in the world while engaging in service. They devised a learning activity based on Steig’s *Sylvester and the Magic Pebble* and then worked with a 6th grade class on further refining the activity. The 6th graders, with some assistance from the MTSU students, then implemented this math-related activity in several 2nd grade classrooms. While the MTSU students learned the value of serving area children, the 6th graders benefitted from exposure to positive role models, as well as the opportunity to act as role model and teacher for younger children. The Learning Community’s integrative, hands-on approach also builds community for the students who are members of it: “The leaning community has helped me transition into my first year of college. “ “The learning community classes are the ones I most look forward to attending. Even though I did not know a single person when I first went in, I have made some good friends fairly quickly” “This class has given me a good feel of what I need to do to succeed academically.” See news story here: <http://www.mtsu.edu/honors/pdfs/MTSUHonors%20Magazine%20Fall%202012.pdf#page=14>.

**II. Categories of Community Engagement**

**A. Curricular Engagement**

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

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

There are a total of eight (8) questions in this section.

1. As evidence provided for your earlier classification, you described an institution-wide definition of service learning used on campus.
2. For re-classification, describe what has changed, if anything, with the definition of service learning and explain the purpose of the revisions. (Word limit: **500**)

MTSU’s definition of experiential learning, as originally adopted in its SACSCOC Quality Enhancement Plan: Experiential Learning Scholars Program 2006-2012, has not changed. The University defines community engagement courses/activities using the umbrella term "experiential learning." Experiential learning is defined as: That learning process that takes place beyond the traditional classroom and that enhances the personal and intellectual growth of the student. Such education can occur in a wide variety of settings, but it usually takes on a “learn-by-doing” aspect that engages the student directly in the subject, work or service involved. (Experiential Education in the College of Arts and Sciences, Northeastern University, 1997.) The types of EXL courses that are included as experiential learning courses include:

1. cooperative education/internship class work experiences with businesses or non-profit organizations that require discipline-based knowledge. Co-op courses are approved through the MTSU Cooperative Education Office and internships are approved through academic departments.
2. study abroad courses through consortia, Kentucky Institute for International Studies (KIIS), Cooperative Center for Study Abroad (CCSA), or Tennessee Consortium for International Studies (TnCIS), and formal study abroad courses developed and led by MTSU faculty. Other types of study abroad courses approved by the MTSU Office of International Affairs and the academic department are also acceptable.
3. applied learning course application of discipline related knowledge through projects with businesses and non-profit organizations; a service-learning component is not required.
4. service-learning class students working in organized community partnerships that address local needs while developing their academic skills and sense of civic responsibility and community.
5. creative activity course - activity that is driven by the student’s imagination, talents, and/or skills that results in a tangible outcome such as works rendered in aural, visual, physical, written word, electronic media, and/or other forms. Performance and exhibition of creative works may also be included.
6. teacher education course applied learning courses designed specifically for teacher education programs
7. lab course traditional science lab course activities such as biology and physical science.

See MTSU Make It Happen: Experiential Learning Scholars Program, SACS Quality Enhancement Plan here: <http://www.mtsu.edu/sacs/EXL%20Experiential%20Learning%20QEP%202006.pdf>. See MTSU Impact of the QEP Fifth-Year Report here: <http://www.mtsu.edu/sacs/PartV.php>.

1. If there is a process for identifying or approving a service learning 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. (Word limit: **500**)

In addition to the curriculum process for review and approval of all courses offered by the University (See curriculum approval process here: <http://www.mtsu.edu/provost/Curriculum%20flow%20chart%202012.pdf>), courses that are designated Experiential Learning (EXL) courses must meet EXL program requirements. (Note: The EXL Scholars Program was endorsed by the MTSU University Curriculum.) The EXL approval process begins with an application (See Faculty Application to Offer EXL Class here: <http://www.mtsu.edu/exl/pdf/facultyapp_exlclass.pdf>) that requires the faculty member proposing the experiential course to address the following questions:

1. How will the course address the program’s two required student learning outcomes?

See EXL student learning outcomes here: <http://www.mtsu.edu/sacs/pfr/Exhibit%205%20-%20Student%20Learning%20Outcomes%20-%20Assessments%20Results%20and%20Benchmarks%20FY%2012-13%20Final2.pdf>

2. Which two additional student learning outcomes will be addressed in the class? Explain how.

3. How will you incorporate a personal reflection component into the class?

4. How will you incorporate the additional criteria for the type of course (requirements shown on the back of this form)?

5. Describe the project that will be required to fulfill the EXL component.

The application is reviewed and approved by the Director of the EXL Program. An approved course may be taught for three years and then course materials must be updated and reapplication made for course review and approval (See Faculty Request to Renew EXL Class here: <http://www.mtsu.edu/exl/pdf/Fac_Renew_Class.pdf>). This application process ensures consistency of application of experiential learning definitions, assessment of student learning, and a means of categorizing experiential learning activities on the campus.

1. Fill in the tables below using:

a. data from the most recent academic year (2012-2013)

b. data based on undergraduate FTE

|  |  |  |  |
| --- | --- | --- | --- |
| *Number of service learning courses* | *Change in number of courses since last application* | *Percentage of total courses* | *Percent change in courses since last application* |
| 2007-2008 = 613  2012-2013 = 841 | +228 | 6.30%  8.65% | +2.35% |

|  |  |  |  |
| --- | --- | --- | --- |
| *Number of departments represented by service learning courses* | *Change in number of departments since last application* | *Percentage of total departments* | *Percent change in departments since last application.* |
| 2007-2008 = 32  2012-2013 = 36 | +4 | 86%  95% | +9% |

|  |  |  |  |
| --- | --- | --- | --- |
| *Number of faculty who taught service learning courses* | *Change in number of faculty since the last application* | *Percentage of total faculty* | *Percent change in number of faculty since last application* |
| 2007-2008 = 262  2012-2013 = 366 | +88 | 28%  38% | +10% |

|  |  |  |  |
| --- | --- | --- | --- |
| *Number of students participating in service learning courses (FTE)* | *Change in number of students since last application(FTE)* | *Percentage of total students* | *Percent change since last application.* |
| 2007-2008 =1269.40  2012-2013 =2126.62 | +856.72 | 3.36%  5.47% | +2.11% |

1. Provide a description of how the data in question 2 above is gathered and used (how it is compiled, who gathers it, how often, how it is used, etc.). Provide relevant links. (Word limit: **500**)

The Office of Experiential Learning administers the Experiential Learning Scholars Program (EXL) and is responsible for gathering campus-wide data related to experiential learning each semester. EXL approved courses, as well as cooperative education/internship, study abroad, applied learning creative activity, teacher education, and lab courses are listed in MTSU’s Banner data base system and these courses are also listed in the MTSU Undergraduate and Graduate catalogs by college and academic department. See MTSU Undergraduate catalog here: <http://catalog.mtsu.edu/index.php?catoid=13> and MTSU Graduate Catalog here: <http://catalog.mtsu.edu/index.php?catoid=14>. The Assistant Vice Provost for Institutional Effectiveness, Planning and Research (IEPR) is responsible for collecting, tracking and analyzing student enrollment data. Analyses of these data are used to guide best practices to support increased student success as measured by retention and graduation rates. See IEPR website here: <http://www.mtsu.edu/iepr/>.

These data are also used in Performance Funding reporting. See Performance Funding Report 2012-2013 here: <http://www.mtsu.edu/iepr/funding.php>

1. 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. (Word limit: **500**)

MTSU has student learning outcomes that relate directly to curricular engagement with the community: MTSU prepares students to live productively and become life-long learners; . . . employ scientific knowledge and understanding of culture and history; . . . to acquire working knowledge of a discipline or group or related disciplines and to participate as citizens in the global community (See MTSU Undergraduate Catalog 2012-2013, <http://catalog.mtsu.edu/content.php?catoid=10&navoid=424#Statement_of_Mission> ). Specifically, the EXL Scholars Program, a University-wide quality enhancement program, developed six student learning outcomes. Each outcome has been assessed with measures and benchmarks, some over a period of five years. They are: EXL students will develop an *experience-based knowledge of their disciplines* and demonstrate the ability to apply theories and concepts to practical problems; will engage in *systematic reflection* and demonstrate the ability to critically examine their experiences and to create connections between those experiences and disciplinary knowledge; will *develop as individuals* including understanding the needs of others, learning cultural awareness, and appreciating the differences in others; will develop and demonstrate *managerial skills* including planning, organizing, problem solving, and communicating; will develop and communicate *leadership skills* including interpersonal skills, ability to direct others, and teamwork; and will develop and demonstrate *research skills* that will help them be successful in graduate programs.

See exhibits related to assessments, data results and use of data results to improve student learning here: <http://www.mtsu.edu/sacs/pfr/Exhibit%205%20-%20Student%20Learning%20Outcomes%20-%20Assessments%20Results%20and%20Benchmarks%20FY%2012-13%20Final2.pdf>

<http://www.mtsu.edu/sacs/pfr/Exhibit%2012%20-%20Program%20Outcomes%20FY%2012-13%20Final2.pdf>

Throughout the program implementation, the EXL faculty, the EXL Advisory Committee, and the EXL Director monitored progress and made adjustments as needed. Changes were based on assessment results and best practices in experiential education. They were centered on changes in terminology used in rubrics/surveys; changes in assessment approaches; the identification of new initiatives not initially planned for the program, i.e., including dollar value of the impact of the EXL program on the community; and the necessity of delaying an initiative, i.e., comparison of student evaluation results of EXL and non-EXL faculty due to data storage issues related to evaluations (See MTSU Quality Enhancement Plan here: <http://www.mtsu.edu/sacs/PartV.php>). Importantly, an additional student learning outcome is now required for service learning courses: Students must make contributions to their communities and learn the value of making these contributions (good citizenship). Instructionally, service-learning courses must also include the following: academic instruction involving partnerships between MTSU and the larger community; a strong focus on critical thinking, reflective thinking, and the enhancement of civic responsibility in both instruction and applied experiences; critical and reflection thinking instruction and application; opportunities to enhance civic responsibility; and student involvement in organized community partnerships that address local need. See Program Goals – Assessments, Results, and Benchmarks here: <http://www.mtsu.edu/sacs/pfr/Exhibit%2012%20-%20Program%20Outcomes%20FY%2012-13%20Final2.pdf> . Also, see EXL Scholars Program Performance Funding Exhibits here: <http://www.mtsu.edu/sacs/pfr/>.

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

|  |  |  |  |
| --- | --- | --- | --- |
| ***Curricular Activity*** | ***Is Community Engagement integrated with this activity?*** | ***What has changed since the last classification?*** | ***Web Link (if available)*** |
| Student Research | yes | (Word limit: **500**)  The Undergraduate Research Center is an MTSU umbrella organization, created in 2004 that promotes research at the undergraduate level to students, faculty, administrators, and legislators, and provides university support for undergraduate students and the faculty members who mentor them in scholarly and creative activities. Research is defined broadly to include the creation of new knowledge or original works through scholarship in support of the University’s mission in teaching, research and service. The URC supports student community engagement and experiential learning research, i.e., provides funding for students to present their research findings to the American Democracy Project national meetings. Examples of titles of abstracts of undergraduate student research presentations funded:  Gender Identity and Attitudes on Campus:  Creating Civic Pathways and Solving Problems; A Step in the Right Direction: Organizing a Community Forum;  Bridging Cultures is True Blue;  Citizenship and Enforcement:  Is Citizenship That's Coerced as Valuable as Voluntary? MTSU's Tobacco-Free Policy; Greening the University: ADP’s Role in the Campus Environmental Movement; and What is Democracy?  Scholars Week is held annually to showcase student research. | <http://www.mtsu.edu/urc/>  Provide link to Scholars Week here |
| Student Leadership Courses | yes | (Word limit: **500**) A 17 hour minor in Leadership Studies, hosted by the Department of Management and Marketing was established in 2009 to promote the process of leadership development through an interdisciplinary curriculum as well as personal leadership development and enrichment through a community- or campus-based learning endeavor. This minor received the Association of Leadership Educators  Outstanding Program Award 2009. The Leadership Studies minor requires courses in leadership theories and practices, a practicum, and an integrative seminar. Other courses to complete the minor are selected from an electives list that includes 28 courses in three competency areas: Leadership and Communication; Leadership and Organizations/Groups; and Leadership & Personal Development. null | <http://www.mtsu.edu/leadershipstudies/> |
| Internships/Co-ops | yes | (Word limit: **500**)  The functions of the Office of Cooperative Education were relocated with the MTSU’s Positioning for the Future reorganization in 2010. Each academic department now has the responsibility of development and oversight of all cooperative education and internship programs as well as practicum, field study, etc., related to the specific majors housed in the department. These arrangements vary by discipline to meet student learning and program outcomes. The courses under which these learning experiences are offered are described in the MTSU undergraduate and graduate catalogs. In some instances, departments have also created student manuals to outline requirements related to learning experiences such as field study. See links to examples. | Examples of cooperative course descriptions:  Department of Chemistry:  [CHEM 3970 - Cooperative Education](https://ssb.mtsu.edu/pls/PROD/bwckctlg.p_disp_course_detail?cat_term_in=201280&subj_code_in=CHEM&crse_numb_in=3970)  <https://ssb.mtsu.edu/pls/PROD/bwckctlg.p_disp_course_detail?cat_term_in=201280&subj_code_in=CHEM&crse_numb_in=3970>  Department of Aerospace:  AERO 3970 - Cooperative Education  <https://ssb.mtsu.edu/pls/PROD/bwckctlg.p_disp_course_detail?cat_term_in=201280&subj_code_in=AERO&crse_numb_in=3970>  Examples of internship course descriptions:  Department of Political Science  PS 4290 - Public Service Internship  <https://ssb.mtsu.edu/pls/PROD/bwckctlg.p_disp_course_detail?cat_term_in=201310&subj_code_in=PS&crse_numb_in=4290>  Department of Accounting:  ACTG 4420 - Accounting Internship  <https://ssb.mtsu.edu/pls/PROD/bwckctlg.p_disp_course_detail?cat_term_in=201310&subj_code_in=ACTG&crse_numb_in=4420>  Examples of capstone courses with internship component:  Department of Speech and Theatre  ORCO 4500 - (EXL) Senior Capstone in Organizational Communication <https://ssb.mtsu.edu/pls/PROD/bwckschd.p_disp_detail_sched?term_in=201280&crn_in=81510>  Department of Electronic Media Communication  EMC 4800 - (EXL) Seminar in Media Issues: Project Real: Making Media for Real Clients  <https://ssb.mtsu.edu/pls/PROD/bwckschd.p_disp_detail_sched?term_in=201310&crn_in=13982>  Example of practicum courses:  Department of Elementary and Special Education  ECE 4100 - Residency I: Early Childhood Education  <http://lum4prod.mtsu.edu/tag.88260c2670e39425.render.userLayoutRootNode.uP?uP_root=root&uP_sparam=activeTab&activeTab=u11l1s108&uP_tparam=frm&frm=frame>  School of Nursing  NURS 3540 - Caring for Adult Clients I-Clinical  <http://lum4prod.mtsu.edu/tag.88260c2670e39425.render.userLayoutRootNode.uP?uP_root=root&uP_sparam=activeTab&activeTab=u11l1s108&uP_tparam=frm&frm=frame>  Example of student manual for field study:  Department of Social Work:  <http://www.mtsu.edu/socialwork/documents/BSW%20Field%20Manual.pdf> |
| Study Abroad | yes | (Word limit: **500**) MTSU made international education a priority in its Academic Master Plan, Building on a Blueprint for Excellence, 2007-2017. All international initiatives, including study abroad programs, were consolidated under an Office of International Affairs in 2010 and placed under the leadership of a newly created Vice Provost of International Affairs. As a consequence, the number of study abroad programs has increased as well as the number of students studying abroad. Many of the study abroad programs have service/outreach components. In 2012-2013, 355 students participated in 139 study abroad courses on five continents. | Office of International Affairs website: <http://www.mtsu.edu/intered/>  Example of study abroad program with a service/outreach component:  Department of Speech and Theatre:  THEA 4620 - Drama Across the Curriculum: Practicum  <https://ssb.mtsu.edu/pls/PROD/bwckctlg.p_disp_course_detail?cat_term_in=201350&subj_code_in=THEA&crse_numb_in=4620> |
| Other. (Please specify in the "What has changed..." text box to the right.) |  | (Word limit: **500**) |  |

6. For each curriculum area listed below, indicate whether or not community engagement has 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*** | ***Is Community Engagement integrated into this area?*** | ***What has changed since the last classification?*** | ***Web Link (if available)*** |
| Course | yes | (Word limit: **500**) Experiential learning (EXL) core courses have been developed and implemented. The following courses carry the EXL prefix (must meet EXL curriculum student learning outcome requirements and be approved as EXL offering): EXL 2010: Service Learning Practicum. One credit. EXL 2020: Leadership Studies Practicum. One to three credits. EXL 2030: Civic Engagement Practicum. One to three credits. May be repeated for a total of two (2) credits.) EXL 3010: Service Learning Practicum. One to three credits. EXL 3020: Leadership Studies Practicum. One to three credits. EXL 3030: Civic Engagement Practicum. EXL 4000: EXL Seminar. One credit. Prerequisites: Senior standing, EXL Scholars Program participant. Culminating experience for students in the EXL Scholars Program. Students will develop an e-portfolio of experiential and service learning experiences and will participate in discussions of their EXL experiences. | See EXL core course listing with full descriptions here: <http://www.mtsu.edu/exl/exlprefix.php> |
| General Education | yes | (Word limit: **500**) Experiential learning courses have been developed and implemented in the six component areas of general education: Communication, History, Humanities and/or Fine Arts, Mathematics, Natural Sciences, Social/Behavioral Sciences. | Communication course example:  COMM 2200 (EXL) Fundamentals of Communication  <https://ssb.mtsu.edu/pls/PROD/bwckctlg.p_disp_course_detail?cat_term_in=201280&subj_code_in=COMM&crse_numb_in=2200>  History course example:  HIST 2020 (EXL) Survey of United States History II  <https://ssb.mtsu.edu/pls/PROD/bwckctlg.p_disp_course_detail?cat_term_in=201280&subj_code_in=HIST&crse_numb_in=2020>  Natural Sciences example:  PSCI 1131 (EXL) Activities for Contemporary Issues in Science  <https://ssb.mtsu.edu/pls/PROD/bwckctlg.p_disp_course_detail?cat_term_in=201280&subj_code_in=PSCI&crse_numb_in=1131>  Social/Behavioral example:  PSY 1410 - General Psychology  <https://ssb.mtsu.edu/pls/PROD/bwckctlg.p_disp_course_detail?cat_term_in=201280&subj_code_in=PSY&crse_numb_in=1410> |
| First Year Experience Courses | yes | (Word limit: **500**) Experiential learning has been incorporated as a component in University Seminar 1010—MTSU’s freshmen experience course. Many instructors incorporate a “Paying it Forward” component. Project examples: providing care to pets in the local Pet Adoption and Welfare Services Shelter; conducting pet food drives; preparing care packages for the elderly living in long-term care facilities; holding listening sessions with residents in long-term care facilities to “hear their stories”; preparing and delivering meals for a blind man; preparing care packages for families in hospital waiting rooms; hosting “celebrity” speakers to speak to teenagers about the importance of getting involved to make a difference in local and global communities  See sample news story here: <http://www.mtsu.edu/honors/pdfs/MTSUHonors%20Magazine%20Fall%202012.pdf#page=14> DEAD LINK | See University 1010 website here:  [http://www.mtsu.edu/universitycollege/](http://www.mtsu.edu/universitycollege/universitystudies/univ_1010_2020.php)  [universitystudies/univ\_1010\_2020.php](http://www.mtsu.edu/universitycollege/universitystudies/univ_1010_2020.php) |
| Capstone (Senior Level Project) | yes | (Word limit: **500**)  Experiential learning has been incorporated into capstone courses across the curriculum. Oftentimes, experiential learning is identified in the capstone course description and/or is identified in the institutional effectiveness achievement report for the academic program. | Capstone course with experiential learning component:  ORCO 4500 - Senior Capstone in Organizational Communication  <https://ssb.mtsu.edu/pls/PROD/bwckctlg.p_disp_course_detail?cat_term_in=201280&subj_code_in=ORCO&crse_numb_in=4500>  Access institutional effectiveness achievement report (IEAR) here: <http://www.mtsu.edu/sacs/pfr/BS%20Organizational%20Communication%202012-2013.pdf> |
| In the Majors | yes | (Word limit: **500**)  Courses in many academic majors have acquired the EXL designation  and/or have required courses for the major that have an experiential learning component. | Examples of majors with a required designated EXL course:  MGMT 3610 - Principles of Management  <https://ssb.mtsu.edu/pls/PROD/bwckctlg.p_disp_course_detail?cat_term_in=201280&subj_code_in=MGMT&crse_numb_in=3610>  SPED 3010 - Characteristics and Teaching of Diverse Learners  <https://ssb.mtsu.edu/pls/PROD/bwckctlg.p_disp_course_detail?cat_term_in=201280&subj_code_in=SPED&crse_numb_in=3010>  Examples of majors with a required course with an experiential learning component: |
| Graduate Studies | yes | (Word limit: **500**) Graduate courses have been developed with an experiential learning component, including practicum, study abroad, and internships. | Examples of graduate courses:  MKT 5840 - Study Abroad  <https://ssb.mtsu.edu/pls/PROD/bwckctlg.p_disp_course_detail?cat_term_in=201350&subj_code_in=MKT&crse_numb_in=5840>  LITS 7330 - Special Topics in Literacy  <https://ssb.mtsu.edu/pls/PROD/bwckctlg.p_disp_course_detail?cat_term_in=201350&subj_code_in=LITS&crse_numb_in=7330> |
| Other. (Please specify in the "What has changed..." text box to the right.) |  | (Word limit: **500**) |  |

1. How have 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), i.e., 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. Also, describe how this scholarship has been supported since your last classification. (Word limit: 500)

The MTSU Learning, Teaching and Innovative Technologies Center has developed and implemented a SOTL program to encourage faculty to pursue scholarship related to teaching and learning. See LT&ITC website here: <http://www.mtsu.edu/ltanditc/> and here: <http://www.mtsu.edu/ltanditc/SoTL-1.php>. This faculty mentoring/SOTL program is an extension of the MTSU Academy for Teaching Excellence in which the participating faculty member works with a teaching mentor during the fall semester and then works with the mentor in the spring semester to identify and work on a SOTL project. The program was initiated in 2008 and has been continued with a new group of faculty every other year. The program has met with success as measured by SOTL presentations made by faculty and SOTL projects published in professional journals. The Center’s Faculty Learning Communities (FLCs) have also generated interest in SOTL projects—among them, e-learning, civic engagement, and problem-based learning. See SOTL FLC here: <http://www.mtsu.edu/ltanditc/facultylearningcommunity-1.php>.

Scholarships examples:

Brinthaupt, T. M., Fisher, L. S., Gardner, J. G., Raffo, D. M., & Woodard, J. B. (2011). What the best online teachers should do. *Journal of Online Learning and Teaching*, 7, 515-524.

Williams, A., & Clark, L. M. (2012). Poor study skills and untapped resources: A study of entry-level mathematics students’ study habits. *Journal of Studies in Education*, 2, (2), online.

Article link: <http://www.macrothink.org/journal/index.php/jse/article/view/1601>

Postlethwait, A. (2012).  Service Learning in an Undergraduate Social Work Research Course.  *Journal of Teaching in Social Work*, 32, 243-256..

Otter, R. R., Seipel, S., Graeff, T., Alexander, B., Boraiko, C., Gray, J., Petersen, K., & Sadler, K. (2013). Comparing student and faculty perceptions of online and traditional courses. *Internet and Higher Education*, 19, 27-35.

J. Dye, T. Cheatham, G. Rowell, A. Barlow, and R.F. Carlton, “The Impact of Modeling Instruction within the Inverted Curriculum on Student Achievement in Science.” *Electronic Journal of Science Education*. Vol. 17 (2), pp. 1-19, 2013.

1. 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. (Word limit: **500**)

MTSU has made significant progress toward greater curricular engagement since its initial classification. The campus was just beginning to seriously address the value of experiential learning to the student learning experience when it completed its first review. Since that time, experiential learning has become more fully integrated into the core of the institution with marked impact on faculty, students and the larger community. Three planning initiatives are especially responsible for this increased curricular engagement:

1. The SACSCOC quality enhancement plan (a five-year plan that formally began in

2007 and assessed for impact in 2011-2012) process allowed the campus to move to institutionalize experiential learning in a concerted, sustained, and effective manner. The QEP brought several disparate programs together under one umbrella and acted as a catalyst to focus both curricular content and method of teaching on student learning outcomes directly related to community engagement via experiential learning. See Experiential Learning Scholars Program: QEP here: <http://www.mtsu.edu/sacs/EXL%20Experiential%20Learning%20QEP%202006.pdf>

See Quality Enhancement Plan Report here: <http://www.mtsu.edu/sacs/PartV.php>

1. The MTSU Learning, Teaching and Innovative Technologies Center (established in

2004) fully embraced the opportunity to provide instructional support to faculty to understand both the value of experiential learning to students and the pedagogical guidance that faculty needed to make transformative changes to their courses. Faculty learning communities and mentoring programs, developed and implemented by faculty, were the tools used to initiate and sustain support. See LT&ITC website here: <http://www.mtsu.edu/ltanditc/>.

1. The Academic Master Plan, Building on a Blueprint of Excellence, 2007-2017, placed emphasis on experiential learning and civic engagement as strategies under each of its three goals: quality, student-centered learning, and community partnerships and outreach. These strategies kept experiential learning at the fore-front of institutional decision-making and assured continuing commitment of institutional resources. See AMP here: <http://www.mtsu.edu/provost/masterplan/amp.pdf>. See AMP Annual Update here: <http://www.mtsu.edu/provost/AMP12-13.pdf>.

Most recently MTSU recommitted to its core mission: student success. Quest for Student Success outlines best practices and strategies, including learning practices that the University will pursue to honor its commitment over the next three years. Experiential learning and community engagement are now MTSU institutionally tested and proven best practices that will be enhanced and further pursued. The University will also begin the development of a new Quality Enhancement Plan and Academic Master Plan during the 2013-2014 academic year which will offer new opportunities to advance learning through community engagement. See Quest for Student Success here: <http://www.mtsu.edu/docs/QuestforStudentSuccess.pdf>

**B. Outreach and Partnerships**

*Outreach and Partnerships describe two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use with benefits to both campus and community. The latter focuses 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.).*

There are a total of eight (8) questions in this section.

***Outreach***

1. What changes to outreach programs (extension programs, training programs, non-credit courses, evaluation support, etc.) have taken place since your last classification? Describe three examples of representative outreach programs (word limit: **500**):

Many of the University’s outreach programs have been sustained and strengthened. Most notable, however, are the additional programs developed and implemented to complement an evolving curriculum responsive to changing community, economic and educational needs. For example, in response to a growing regional and community need for professionals trained in forensic science, MTSU established a bachelor’s degree in Forensic Science and The Forensic Institute for Research and Education (FIRE). As an outgrowth of these programs, the Director of FIRE developed a Forensic Anthropology Search and Recovery Team (FASR Team), an all-volunteer student team that assists in processing outdoor crime scenes and in the analysis and identification of skeletal remains. The students analyze real criminal cases at the request of local and state law enforcement agencies. FASR Team members conduct research and present their findings to professional meetings. FIRE also offers a four-day summer camp, CSI: MTSU, for middle and high school students who investigate a very realistic crime scene, collect evidence and compete in teams to solve the crime. MTSU Campus police, the Rutherford County Sheriff's Department and the Tennessee Bureau of Investigation frequently assists the students. See FIRE and FASR Team links: <http://www.mtsu.edu/fire/Community.php> and <http://www.mtsu.edu/fire/Forensic_Science_Symposium.php>.

Examples:

Project Help, an Early Intervention Resource Agency (EIRA), is an established inclusive preschool for young children, 15 to 36 months, who have developmental delays. The children learn and play with those who are developing typically. Project Help has a strong link to professional educators who provide hands-on outreach to families. The program serves approximately 45 children and offers training to approximately 300 pre-service education majors each year with a program based on the Tennessee Early childhood Education Early Learning Developmental Standards. It also is a rotation site for Motlow State Community College nursing students. See Project Help link: <http://www.mtsu.edu/projecthelp/PotentialParent.php>.

The MTSU Center for Counseling and Psychological Services (CCPS) is a training clinic affiliated with Professional Counseling master’s program and is the primary training facility for school counseling majors for Pre-Practicum in Counseling, Practicum in Counseling, and Play Therapy courses. Students in the program provide services to the community under the supervision of a licensed mental health professional.  Services are free of charge to MTSU faculty, staff and students and the fee is $10.00 per session for members of the public. See CCPS link: <http://www.mtsu.edu/edu_leadership/professional_counseling/>

The Tennessee Center for the Study and Treatment of Dyslexia assists K-12 students with dyslexia, their teachers, and their families and informs the public about the condition of dyslexia. The Center establishes reliable approaches to identifying students (K-12) with dyslexia, educates teachers (pre-service and in-service) in best practices that promote literacy acquisition among students with dyslexia, and enhances the knowledge base regarding the nature of dyslexia. In addition to assisting teachers in effective use of specific instructional approaches, the Center recommends appropriate accommodations to assure that a student's general education does not suffer because of limitations in reading and spelling and provides workshops for educators, the community and parents. See Center links: <http://www.mtsu.edu/dyslexia/aboutcenter.php> and <http://www.mtsu.edu/dyslexia/workshops.php>.

1. What changes have taken place regarding institutional resources (co-curricular student service, work/study student placements, library services, athletic offerings, etc.) that are provided as outreach to the community? Describe examples of representative campus resources (word limit: **500**):

As part of MTSU’s Positioning for the Future initiative, student leadership programs were brought together under the Office of Student Involvement and Leadership (CSIL). This restructuring brought more focus to the student leadership and service programs and resulted in enhanced and expanded programming. CSIL offers multiple opportunities for students who want to be involved through student organizations (<http://www.mtsu.edu/leadandserve/studentorg.php>); leadership development (<http://www.mtsu.edu/leadandserve/leadership.php>); fraternity and sorority life (<http://www.mtsu.edu/greeks/>); multicultural and diversity programming (<http://www.mtsu.edu/idac/>); and community service (<http://www.mtsu.edu/leadandserve/service.php>). Programs have been initiated such as Volunteer Rutherford (<http://www.volunteerrutherford.com/volunteeroftheweek.php>); SGA (Student Government Association)/United Way (<http://www.mtsu.edu/sga/unitedway.php>); and Leader Lessons (<http://www.mtsu.edu/leadandserve/lead101.php>). Importantly, an electronic newsletter, The Blue Raider Freshman Connection, was created for first year students to introduce them to the MTSU community and provide important information, including leadership and service opportunities, they will need to successful. (See sample Freshman Connection: <http://www.mtsu.edu/nsfp/PDFs/freshmen_connect_v5_i1.pdf>).

The MTSU Blue Raider Student Athlete Community Service initiative has been fully integrated into the Athletics Program and includes every student athlete participating in any MTSU NCAA sanctioned sport (18). As a component of the Athletics CHAMPS/Life Skills Program, student athletes are expected to participate in community service as a building block toward a commitment to life-long giving back to the community. Service projects range from those that the student athletes participate in annually to special projects identified to meet a particular need by a community organization. In 2012-2013 249 student athletes provided 4114 hours to various service projects, i.e., the Women’s Basketball team (16 members) provided over 650 hours to service projects with Cedar Grove Elementary School, Read to Succeed, Journey Home (for physically and mentally challenged adults), United Way of Rutherford/Cannon Counties, and Special Olympics among others. See links: <http://www.mtsu.edu/saec/lifeskills.php>; <http://www.goblueraiders.com/content.cfm/id/67754> and

<http://www.goblueraiders.com/content.cfm/id/72146>.

***Partnerships***

1. Describe representative new and long-standing partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships). Please follow these steps:

* [**Download the Partnership Grid template**](http://nerche.org/images/stories/projects/Carnegie/2015/2015_Partnership_Grid.xls) (Excel file) and save it to your computer;
* Provide descriptions of each partnership in the template; and then,
* Upload the completed template here.

Following are examples of partnerships in place during 2012-2013:

New institutional partnerships (2012-2013):

**Graduate Tennessee** (GT) is a Lumina Foundation grant-funded program supporting the middle Tennessee Consortium of MTSU, Motlow State Community College and the Tennessee College of Applied Technology (TCAT) at Murfreesboro. Graduate Tennessee, coordinated by MTSU’s University College, develops and supports initiatives to reduce barriers and increase post-secondary certificate and degree completion by adults. The GT Consortium also partners with community entities such as Read to Succeed and Salvation Army (present information and accept referrals); Rutherford County Chamber of Commerce (participates in the regional Workforce Development Task Force); and Goodwill Industries (solicits presenters for Tech Adult Learner Keys to Success (T.A.L.K.S.) meetings). See Graduate Tennessee webpage here: <http://www.graduatetn.org/>

New department partnerships (2012-2013):

Long-standing institutional partnerships (2012-2013):

Long-standing department partnerships (2012-2013):

:

1. In comparing the “partnership grid” from your previous application/classification and the grid from #3 above, please reflect on what has changed in the quality, quantity, and impact of your partnership activity. (Word limit: **500**)

Several changes related to partnerships have occurred since MTSU’s initial classification. Importantly, there are greater numbers of partnerships and there is greater integration between institutional, college and department partnerships. This is the result of several converging factors. First, instructional need drove demand for more effective and productive collaborations that were responsive to both academic and community defined needs. MTSU’s Quality Enhancement Plan, with its focus on experiential learning (EXL), required that faculty adopting experiential learning as an instructional strategy proactively solicit input from the community in order to match community need with instructional need. See EXL link: <http://www.mtsu.edu/sacs/EXL%20Experiential%20Learning%20QEP%202006.pdf>.

Secondly, implementation of strategies related to partnerships under Goal 3 of the Academic Master Plan (AMP) resulted in a significantly expanded and enhanced University infrastructure to develop and sustain partnerships, including development of University, college and department Advisory Boards. See AMP Update link: <http://www.mtsu.edu/provost/AMP12-13.pdf>. See sample advisory board roster links: <http://www.mtsu.edu/liberalarts/boardmembers.php> and <http://www.mtsu.edu/masscomm/visboard/index.php>.

Third, the academic core of the institution expanded its partnership building from primarily local and state domains to also include regional, national and global domains, i.e., partnering with other public universities across the country in AASCU’s American Democracy Project to further civic engagement among college students including MTSU students. See AASCU ADP link: <http://www.aascu.org/programs/ADP/> and MTSU ADP link: <http://capone.mtsu.edu/amerdem/>. On the global level, MTSU partnered with the Flam School in Norway and Anna Trolles School in Denmark to teach students resiliency through art and folklore. See news article: <http://mtsunews.com/scandinavian-folktale-inspires-mtsu-art-exhibit/>.

1. 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? (Word limit: **500**)

MTSU’s improvement in partnership practices has been two-fold: improvements in the internal operational infrastructure and processes of partnership building and the extension and leveraging of collaborative relationships to sustain and institutionalize partnership outcomes.

Operationally, the University has established a central partnership reporting database (See link: <http://www.cbisaonline.com/mtsu_6032>), developed partnership agreement templates and processes (See MTSource link: ), organized advisory boards at the institutional, college and department levels (See selected advisory board links: <http://mtsu.edu/business/prof_advisory.php> and <http://www.mtsu.edu/et/adv_board.php>), implemented a campus-wide Events Calendar to inform the University’s various constituencies (See link: <http://www.mtsu.edu/calendar/>), and created channels to generate applied learning opportunities for students aligned with economic and workforce needs, i.e., designated a half-time corporate partnerships position to support partnership development.

The University has moved toward institutionalizing partnership outcomes built on strategic collaborations with its partners. The creation of the Heritage Center of Murfreesboro and Rutherford County is a prime example. Responding to a community initiative to establish a heritage venue to anchor the City of Murfreesboro’s historic center, the MTSU Center for Historic Preservation (CHP), a research and public service institute, worked collaboratively with strategic partners, including the Tennessee Civil War National Heritage Area, Main Street Murfreesboro, the City of Murfreesboro, and Rutherford County Government to create the Heritage Center. An innovative project, the Center is a heritage venue and a real-world lab for MTSU undergraduate and graduate students to learn how heritage development is put into practice on a daily basis. Through exhibits, guided tours, and programs, CHP staff and MTSU students tell Murfreesboro’s history as a Civil War battlefield and occupied city. They, along with partner sponsors, work to create exhibits about local music, information about the county’s many National Register properties, and the Civil War history of the area among others. The Center also serves both as a meeting location for local and regional civic groups, including planning meetings from state agencies and from the Smithsonian Institution, and as an orientation center directing visitors to historic and cultural sites, resources, and events throughout the county. The Heritage Center, over the course of five years under the umbrella of the CHP, has become a strong educational, social, cultural, and economic working-collaboration supported and sustained by multiple partners. See <http://www.hcmrc.org/About%20Us>.

1. How are partnerships assessed, what have you learned from your assessments since your last classification, and how is assessment data shared? (Word limit: **500**)

Partnerships are assessed via the planning processes of the University. Specifically, progress toward the strategies and objectives under the goals of the Academic Master Plan, 2007-2017 (AMP) are reviewed annually, including those under Goal 3: Promote partnerships and public service to enhance education, social, cultural, and economic well-being. (See link: <http://www.mtsu.edu/provost/masterplan/amp.pdf#page=22>) . The progress results are shared campus-wide via the AMP Update, 2007-2017 (See link: <http://www.mtsu.edu/provost/AMP12-13.pdf#page=16>). The annual updates provide an implementation mapping of successes and assure that partnership development remains a primary focus. Partnership assessment is also central to continuous improvement processes for academic departments and colleges. Continuous improvement reports are reviewed annually via the University’s institutional effectiveness processes. (See institutional effectiveness achievement reports (IEARs) in Tk20: <https://cwmtsu.tk20.com/campustoolshighered/klogin_body.do> and MTSU IE Timeline: <http://www.mtsu.edu/iepr/docs/IEA_Timeline.pdf> and IE Review and Budget Cycle: <http://www.mtsu.edu/sacs/ieloop.pdf>). Advisory councils/boards also provide on-going assessment related to partnerships, providing feedback, guidance and support for mutually defined goals and projects.

Selected examples

Department of Accounting

IEAR:

Advisory Board: <http://www.mtsu.edu/accounting/advboard.php>

Department of Concrete Industry Management

IEAR:

Executive Advisory Council: <http://www.mtsucim.com/sponsors/executive-advisory-council/>

Sponsors: <http://www.mtsucim.com/sponsors/>

College of Mass Communication

IEAR:

Board of Professional Advisors: <http://www.mtsu.edu/masscomm/visboard/index.php>

College of Liberal Arts

IEAR:

Board Members: <http://www.mtsu.edu/liberalarts/boardmembers.php>

The Office of Experiential Learning (EXL) distributes an evaluation form to all EXL partners to solicit their feedback related to the performance of students who participate in experiential learning with the partner. The Director of the EXL program reviews the evaluations and shares them with EXL faculty participating in the program as well as the faculty member’s department chair to help determine partnership satisfaction with performance. See evaluation form here: See sample coop partner evaluation: <http://www.mtsu.edu/sacs/pfr/Exhibit%2017%20Employer%20Community%20Supervisor%20Survey%20Final.pdf>. Feedback is also gathered through regular agency/organization meetings between MTSU faculty and staff and partnering agencies/organizations.

Selected examples of partnering agency feedback at the program level:

“Very Special Arts Tennessee is very appreciative to partner with MTSU through EXL for student assistance.  Due to the fact that VSA Tennessee is a very small organization, there are many programs that it simply could not provide to young people with disabilities without the MTSU students who help both at the time of the events and beforehand on logistics. These students have allowed many opportunities for young people with disabilities.  In return, these programs have brought recognition to the young people, the MTSU students, VSA Tennessee, MTSU and the State of Tennessee.  Our work is heavily connected to the MTSU EXL program.”

“We have found the program to be a win-win for both of us. The students benefit from the real world experience they obtain and they add a refreshing youthful perspective that we enjoy as well.”

“The volunteers have been a great help to us.  Thanks for having this program.”

“Absolutely one of the best partnerships for our residents… one-on-one, hands-on attention that they crave and the facility staff can’t provide. The students bring their lives into the Manor and the residents live through the students.  The program is so great for our residents.  Their professor prepares them so well, that they can just come in and interact with the residents being grumpy or blunt.  Handle it with grace.  Class has been coming for 7 or 8 years.  From day 1, a great program….  Has really flourished….  This semester 28 students in the class.  Every semester at the end, we give presents to the students and the residents say something personal to the students.  The SRM director’s activities just aren’t the same as the students’ one on one attention.  SRM takes interns from this class and have hired students from the class.  We plan to keep the partnership as long as we can.”

1. How have 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. (Word limit: **500**)

Faculty scholarship conducted with partners for community benefit:

The Center for Popular Music (CPM) in partnership with the Arts Center of Cannon County produced MusicSprings - Southern Music Sources, a series of exclusive educational webisodes. See and hear webisodes: <http://popmusic.mtsu.edu/programs.html>. The Center, in meeting its mission “to promote research in American vernacular music and to foster an understanding and appreciation of America's diverse musical culture” has collaborated with numerous partners to produce other Music Springs works. Funded: National Endowment of the Humanities.

The MTSU Center for Organizational and Human Resource Effectiveness (CORE) conducted a two-year comprehensive needs assessment for Rutherford County, Tennessee in collaboration with community partners, including the United Way of Rutherford County, to gather and compile information to help guide efforts for effective community development. The project goal: identify 3 to 5 major issues facing the community so that needs can best be aligned with resources for focused action. This project encouraged broad-based citizen input via public forums, focus groups, interviews, a survey, and other means with multiple sectors of the community. See CAP link: <http://www.mtsu.edu/cohre/assessment.php>. Jointly funded: MTSU and Private Sector Sponsorships.

The MTSU Center for Economic Education provides continuing economic education to Tennessee K-12 students to help them make informed economic choices as consumers, workers, and citizens in a global economy. The Center conducts the annual Tennessee Stock Market Game (http://www.mtsu.edu/econed/game.php.) and develops new projects each year, i.e., in an attempt to reach teachers in remote areas of the state, the MTSU CEE, in partnership with the Atlanta Federal Reserve Bank, Nashville Branch offered a series of webinars “The Building Blocks of Economics.” Each month during spring 2013, a different economic indicator was discussed, classroom lessons were highlighted, and teachers shared their experiences teaching the concepts in their classrooms. The culminating event for the webinar series entitled The Building Blocks of Economics: A Two-Day Educator Summit was held in June 2013. See : <http://www.mtsu.edu/econed/Annual%20Report-Sally%20Govan%20--%20CEE%202013.pdf>.

Jointly funded:MTSU College of Business, the Jennings and Rebecca Jones Foundation, the Foundation for Teaching Economics, the Council on Economic Education, and First Tennessee.

The MTSU Center for Health and Human Services publishes *Rutherford County* *HealthWatch* , a brief summary of the county’s health status at a particular point in time for use in public policy making, resource allocation, and determination of health education initiatives. HealthWatch ranks Rutherford Country by health outcomes (how healthy the county is) and health factors.See <http://www.mtsu.edu/achcs/2013%20HealthWatchFINAL.pdf>. *Rutherford County HealthWatch* lists the Center’s data/project partners. Funded: MTSU Center for Health/Human Services.

The MTSU Business Economic Research Center publishes *Tennessee's Business* to provide an exchange of ideas forum among business people, academicians, and government officials. Each issue addresses a primary concern related to economic and community development in Tennessee; authors for articles are chosen broadly from the public, private, for-profit and nonprofit sectors. See Planning Middle Tennessee:<http://capone.mtsu.edu/berc/tnbiz/planning/contents.html> and Workforce Development: <http://capone.mtsu.edu/berc/tnbiz/workforce/contents.html>. Jointly funded: MTSU Jennings A Jones College of Business and Private Sector Sponsorships.

1. 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. (Word limit: **500**)

Using the tools of strategic planning and quality assessment, MTSU has made demonstrable and significant advances in its outreach and partnerships development over the past five years:

* The University’s outreach and partnerships infrastructure has been strengthened as a consequence of campus-wide implementation of strategies and objectives under Goal 3 of the MTSU Academic Master Plan. 2007-2017 ( AMP update ).
* Outreach and partnerships, always strong at the local and state levels, have been extended into the national and international communities.
* Community impact has increased as long-standing outreach activities/partnerships have been sustained and strengthened and these successes have been catalysts for the development of new opportunities.
* A successfully completed SACSCOC Quality Enhancement Plan focused on experiential learning (EXL) pushed the need not only for curricular change to enhance learning and community benefit but created a necessity for the MTSU community to more proactively seek out collaborations and better define outreach and partnership outcomes for all stakeholders ( EXL plan ).
* Experiential learning has become institutionalized into the curricular core and assessment indicates its effectiveness as a best practice in learning and teaching. (EXL or performance funding report part v update)
* The University has improved its assessment of outreach/partnerships and has more intentionally used assessment findings to inform the focus of outreach/partnerships.

Most recently MTSU recommitted to its core mission: student success. Consequently, it is aligning its planning and assessment processes to focus on student success. The Quest for Student Success (QSS) ( ) outlines best practices and strategies, including learning practices that the University will pursue to honor its commitment. Since experiential learning and community engagement are now MTSU institutionally tested and proven best practices they will be enhanced and further pursued (See EXL Fifth-Year QEP report: <http://www.mtsu.edu/sacs/PartV.php>). Building on that foundation, the University has begun a campus-wide conversation about the development of a new Quality Enhancement Plan (See QEP new website ) to further reshape pedagogy and learning environments to support enhanced student learning.

Concurrently, the University is revisiting its Academic Master Plan (2013-2014) in the context of the University’s commitment to the QSS, the economic realities of increasing funding challenges, and Tennessee’s Drive to 55 initiative (55% of Tennesseans will have a post-secondary credential by 2025). MTSU will remain committed to the three goals of the current academic master plan; quality, student-centeredness, and outreach/partnerships and is in the early stage of anticipating next steps to extend and deepen the impact of the QSS on its students and the campus culture while enhancing quality and deepening outreach and partnership efforts. Continued strengthening of outreach/partnership infrastructure to sustain and develop outreach/partnerships and the refinement of processes to assess impact of outreach/partnerships on multiple communities will no doubt remain focused strategies. The QSS now primarily focuses on student success during and through matriculation. Academic master planning conversations have begun about how can the institution build a foundation for student success strong enough that a student’s matriculation becomes a student’s pivot to create heightened self-directed learning for a life-time? What ways can the role of faculty be enriched and deepened to help accomplish that? What ways can our outreach/partnerships efforts be enhanced to better support learning to the benefit of the student and the communities they will learn in, work in, and eventually shape? Can we deepen the role of our alumni in doing that? Can we deepen the role of the larger community in doing that? As we revisit the Academic Master Plan, can we use our current successes of extending learning and service across communities and building productive partnerships as an axis to spin an even more integrative learning and partnering culture of community between the University and the region it serves? What strategies can we use to do that?