

FINAL VERSION: UNIVERSITY OF SAN FRANCISCO, APRIL 1, 2014

*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):

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- Full Name of Institution's President/Chancellor: Stephen A. Privett, S.J.
- President/Chancellor's Mailing Address: 2130 Fulton Street, San Francisco, CA 94117
- President/Chancellor's Email Address: privett@usfca.edu

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:

University of San Francisco
Office of the President
2130 Fulton Street
San Francisco CA 94117

November 1, 2013

Colleagues,

In October 2013, Rev. Adolfo Nicolás, S.J., Superior General of the Society of Jesus, met for the first time with all presidents and board of trustee chairs of the 28 Jesuit colleges and universities in the United States and said, "In the understanding of St. Ignatius, the principal function of a leader is to help the members of a community grow to become the living presence of God in the world. In the Ignatian concept of service, there is always the very important fact that growth leads to transformation. If there is no transformation, the process has failed."

As leaders in Jesuit Catholic higher education, Fr. General asked us to underscore what distinguishes a Jesuit Catholic university from its peers. At USF, we aim to transform students through service-learning and community engagement experiences. Transformation occurs when students enter the University of San Francisco from their door and leave through another. The leadership of USF understands the key to unlocking doors for students is to couple these profound experiences of community engagement with academic rigor and opportunities for reflection and discernment.

Moreover, Fr. General urged our universities to encourage students to respond to their "calls" in making career choices, not simply choose whatever offers the highest remuneration. He encouraged us to draw from "deeper sources" than popular trends and self-help manuals in opening students to what Plato would call the "good life" – not the comfortable life – but the life of virtue, wisdom and service. The leadership of USF understands that demonstrating our commitment to the development of students is rooted in our vocation as educators. In preparing our students for the "good life" as engaged and contributing citizens, we aim to strengthen their democratic values and sense of civic responsibility by addressing critical societal issues and contributing to the common good.

Our mantra at USF is *Change the World from Here*. It is a call to action that is urgent and

personal. *Here* being San Francisco. *Here* being USF’s campus and students’ classes. *Here* being the minds and hearts of students. A superb mind and a compassionate heart are among the ideal hallmarks of a Jesuit educated individual, a person who recognizes and works for the common good. Community engagement is an integral component of the University of San Francisco’s undergraduate curriculum, providing students with community-based lessons about social justice issues and their own potential to be agents of positive change, especially on behalf of the poor and powerless.

Since 2002, all USF undergraduate students have been required to complete one or more service learning courses in order to graduate. The University’s service-learning requirement offers a central mechanism for achieving our mission “to advance a culture of service that respects and promotes the dignity of every person.” The University offers a workshop for faculty on how to incorporate learning through service into their courses, so that we are assured of the quality of student learning and the rigor of subsequent reflection. A requirement alone does not make a critically conscious student. We want assurance that the experience is about “learning” and not “cheap labor” for local organizations.

During the 2012/13 academic year, 7,480 USF students performed more than 300,000 hours of community service directly linked to academic courses or to more than 50 student organizations and five living learning communities dedicated to community service.

As I conclude my tenure at USF, I often reflect on the mission of the two Italian Jesuits who sailed from Oregon into San Francisco Bay back in 1849 and said they came to California, “not to pursue gold, but to do a little good.” I believe we have done a little good and will continue to do more. The Ignatian concept of service has been pervasive from the founders of the University up to the current day. We expect that our graduates will pursue “a little good” with the same zeal and energy that others do gold. I am confident this focus will remain central throughout the life of the University of San Francisco.

Sincerely,

Stephen A. Privett, S.J.
President

- 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.

Document Excerpt	Web Link (if available)
From Fall 2013 Convocation, (8/15/13) The University is widely recognized for	http://www.usfca.edu/president/

its many contributions to San Francisco and the Bay Area. For the seventh year in a row – this time “with distinction” - the Corporation for National and Community Service placed USF on the President’s Higher Education Community Service Honor roll. USF was among five universities honored for Civic Engagement by the Washington Center for Internships and Academic Seminars and The Washington Monthly ranked USF 12th out of 258 national universities for faculty and student involvement with issues such as poverty, homelessness, immigration and environmental justice. That USF has become “the heart of a great City” is more than a rhetorical boast; it is an acknowledged fact. It is worth noting that USF’s students last year supplied over 323,000 hours of community service, served 400,000 meals to the homeless and tutored some 5,500 students in our public schools. USF’s engagement with critical issues and vulnerable populations has increased significantly and evolved into important learning opportunities for students and scholarly work for faculty, whose research focuses on such issues as urban education, health care, environmental degradation, appropriate technology, immigration reform, racial and gender equality. USF is not an “ivory tower” University but one that courageously and responsibly takes on issues of import, and not just to the City. We are proud of how well we serve society at home and abroad and how compelling a case USF makes that blending academic excellence with social responsibility and community engagement enhances academic quality and enriches the university and the community.

Stephen A. Privett, S.J.
President

Published editorials (word limit: 500):	
<p>USF was one of the first universities to require service learning of every student. Let's be clear: service learning is not about volunteering. It's about learning problem-solving skills and, most important, shifting perspectives. If you're at the top of the mountain looking over Rio, it's a beautiful city. But if you're living in a favela at the bottom of the hill, it's harsh and ugly.</p> <p>Through service learning, students begin to realize that what they see depends on where they stand, and what they hear depends on whom they listen to. They begin to understand the complexities that make creating a more just and humane world so challenging. A student working at St. Anthony's kitchen might ask, "Why does the wealthiest nation in the world have so many hungry people?"; "Are soup kitchens the answer to hunger in America?"; and, "Will more shelters solve homelessness?" They learn a lot about what's wrong with our political and economic structures by standing with and listening to the poor.</p> <p>Stephen A. Privett, S.J. President</p>	<p>http://www.usfca.edu/uploadedFiles/Magazine/Fall_2013/usfmagazine_winter2013.pdf</p>
<p>March 17, 2014</p> <p>Letter to the USF Community</p> <p>Dear Colleagues,</p> <p>Over Spring Break a USF delegation spent a week in Quezon City, Metro Manila, Philippines with USF's Casa Bayanihan Program, which may be the richest immersion program offered to our students from a very rich menu of such offerings.</p> <p>Casa Bayanihan is a USF program that is</p>	<p>http://www.usfca.edu/president/</p>

also open to students from the other 27 Jesuit universities. It runs for a full semester and includes four key components: rigorous academic courses, simple living together in community, accompaniment of marginalized persons—mentally disabled, landless dwellers, physically handicapped, street children, urban slum dwellers—and vocational/personal reflection and discernment. These four "pillars," taken together, lay the foundation for a powerfully transformative experience, as our students learn about the world and themselves from the individuals at their praxis sites, from their academic course work and from one another. One young woman remarked that hunger and poverty for her are no longer simply global problems, but involve real people whose love and care she had experienced throughout her accompaniment of them. Their suffering pained her and demanded a response from her.

The accompaniment experience provides rich material for classroom reflection and rigorous analysis as students probe deeper and deeper into the challenging situations they experience on a daily basis. Student communities are Wi-Fi free zones and while students miss the connectivity, they value far more the substantive conversations, quiet time and personal interactions. The student community is very diverse and includes Filipino students from Jesuit universities in the Philippines. Casa Bayanihan is located in a poor neighborhood adjacent to the Ateneo de Manila, which allows it to draw faculty from that Jesuit university, utilize its facilities and take advantage of various campus offerings.

We were privileged to interact with students and learn first-hand how powerfully meaningful this experience is

for them. They especially appreciate their classes, their praxis sites and the remarkable people they have come to know and love. The bonds students forge with those they accompany and with one another through community life, shared reflection and ongoing conversation provide the support that sustains them through a challenging four months of tremendous intellectual, moral and spiritual growth.

The purpose of my letter is to alert you to this program so that you might encourage qualified students to participate. Casa students could be valuable classroom resources and would welcome the opportunity to apply their insights, experiences and knowledge to class assignments, research papers and senior projects.

Our delegation experienced only a nanosecond of the full Casa experience, but what we saw and experienced powerfully impacted us and gave us much food for thought and ongoing reflection. We all admired participating students for their integrity, courage, generosity and openness in embracing all that this program offers and were equally admiring of and grateful to the permanent staff of the program who provide students with a quintessentially holistic, integrated learning experience that captures the best of what Jesuit education offers.

Sincerely,

Stephen A. Privett, S.J. President

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 Yes

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

Community Engagement at the University of San Francisco, a Jesuit Catholic institution, is the development of sustained and authentic partnerships between the university and its diverse city, state, national, and global communities for the reciprocal exchange of knowledge, skills, and resources. Community engagement can take many forms: service-learning, community service, participatory research and scholarship that makes the university relevant to the community, training and technical assistance, and other activities that promote the shared interests of community partners and lead to transformational experiences for faculty, staff and students. Community engagement at the University of San Francisco prepares educated and committed women and men who are concerned about society at large and particularly those who are poor, unprotected, and neglected. By addressing critical societal issues at home and abroad, students, faculty, and staff contribute to the common good and to changing the world.
(http://www.usfca.edu/provost/senior_vice_provost_for_academic_affairs/),
(<http://www.usfca.edu/centers/mccarthy/>)

- 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.

Document Excerpt	Web Link (if available)
<p data-bbox="237 310 626 342">Mission or Vision Statement</p> <p data-bbox="237 384 326 415">Vision</p> <p data-bbox="237 457 906 636">The University of San Francisco will be internationally recognized as a premier Jesuit Catholic, urban University with a global perspective that educates leaders who will fashion a more humane and just world.</p> <p data-bbox="237 678 342 709">Mission</p> <p data-bbox="237 751 902 1035">The University will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice. The University will draw from the cultural, intellectual and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to enrich and strengthen its educational programs.</p> <p data-bbox="237 1077 399 1108">Core Values</p> <p data-bbox="237 1150 919 1213">The University’s core values include a belief in and a commitment to advancing:</p> <ul data-bbox="285 1255 919 1518" style="list-style-type: none"> • social responsibility in fulfilling the University’s mission to create, communicate and apply knowledge to a world shared by all people and held in trust for future generations; • a culture of service that respects and promotes the dignity of every person. 	<p data-bbox="943 310 1357 342">http://www.usfca.edu/president/</p>
<p data-bbox="237 1556 431 1587">Strategic Plan</p> <p data-bbox="237 1629 634 1661">USF 2028 Planning Document</p> <p data-bbox="237 1703 902 1881">The core mission of the University of San Francisco is to “promote learning in the Jesuit Catholic tradition” (Vision, Mission, and Values Statement). In this tradition, education aims at fully developing every dimension of a person’s humanity —</p>	<p data-bbox="943 1556 1357 1587">http://www.usfca.edu/president/</p>

<p>intellectual, moral, social, religious and aesthetic — so that our graduates, in addition to mastering a requisite body of knowledge, think clearly, analyze critically, communicate effectively, evidence a disciplined sensitivity to human suffering, construct lives of purpose and meaning and work effectively with persons of varying background and cultures for the common good.</p> <p>USF contributes to and benefits from the energy, resources, diversity and opportunities of a world-class city on the edge of the Pacific Rim. Therefore, USF:</p> <ol style="list-style-type: none"> 1. draws on the cultural, civic, legal, commercial, service and scientific resources in San Francisco to create opportunities that connect classroom learning with out-of-class experiences; 2. taps into the creativity, diversity, and entrepreneurial energy of the Bay Area to enrich curricular and co-curricular experiences; 3. cultivates partnerships with local organizations that mutually benefit the university and the community; 4. works with community organizations on issues of common concern and provides space for conflicting interest groups to work towards the common good; 5. serves as a social and educational agent by applying creative expression, knowledge, and research skills to promoting human development, advancing understanding, and improving the quality of life for all Bay Area residents and promoting academic engagement from the university. 	
<p>Accreditation</p> <p>From WASC Reaffirmation of Accreditation Educational Effectiveness Review Self-Study, July 15, 2009</p> <p>That our students are aware of our Mission and its role in the distinctive socially responsive global</p>	<p>http://www.usfca.edu/wasc/</p>

education they receive is demonstrated by their reactions to curricular and co-curricular activities. Large percentages of graduating students indicate that USF has impacted their lives not just in terms of the knowledge and skills they have acquired but in terms of their worldview and self-understanding. In 2008, for example, more than 77% of graduating undergraduate students reported that their sense of social justice improved as a result of their USF experiences, a result that is higher than that of 2002 (64%). These perceptions have also translated into actions such as choice of careers, decisions to work for non-profit organizations, and commitment to volunteer services.

Our efforts at providing an excellent socially responsible global perspective for our students have also been recognized by external indicators and ratings. In 2006, USF was named by the Carnegie Foundation for the Advancement of Teaching as one of 76 community engaged colleges and universities in the nation. In awarding the classification, the Carnegie Foundation stated that USF's community engagement programs were "exemplary" and that the university demonstrated an "excellent alignment between mission, culture, leadership, resources, and practices that support dynamic and noteworthy community engagement." USF was also selected in 2006, 2007 and in 2008 for inclusion on the Corporation for National and Community Service President's Higher Education Community Service Honor Roll with Distinction.¹ For three years in a row (2006 through 2008), the Washington Monthly described USF as one of the top 95 universities nationwide that distinguish themselves for being an engine of social mobility, supporting research and promoting an ethic of service.

The Curriculum

USF has chosen to integrate social responsibility and global perspectives into the overall curriculum rather than just as an isolated addendum to the course-based learning experiences. Supporting these

¹ As of 2013, the University of San Francisco was named to the President's Higher Education Community Service Roll for seven straight years, and three times "with distinction," including in 2013.

academic and scholarly strategies are opportunities for students to engage in their development through their major or minor; service-learning; second-language learning; study abroad; field experiences (including internships); and, international programs. In integrating students into the community, we are not dependent on just service-learning but take advantage of field work, internships, clinical experiences and other off-campus activities as we prepare students to make a difference and to contribute to our city. We are indeed proud of the extent of our students' involvement in community engagement. For example, during spring 2009, a total of 1,284 undergraduate students (24% of all undergraduates) were enrolled in 104 course sections that involved community engagement. Recognition for the University's efforts in service to the community were validated when USF received a special recognition in 2007 from the St. Anthony's Foundation (one of the most well-respected non-profit community agencies in San Francisco) for our 20 years of collaboration.

Other

In 2012, USF one of five universities in the nation to receive the 2012 Higher Education Civic Engagement Award from the Washington Center for Internship and Academic Seminars. Below is an excerpt from USF's application:

USF sponsors more than 25 sustained community projects and more than 100 service learning-courses each year. Representative projects include The Leo T. McCarthy Center for Public Service and the Common Good, which coordinates service-learning classes with more than 2600 undergraduate students per year, and hosts workshops, seminars, and networking events to support faculty and community partners in integrating community service with academic content. The Center for Law and Global Justice in the USF School of Law implements a new model for international community engagement and legal education in collaboration with foreign institutions, government agencies and human rights organizations in developing countries to pursue the

<http://www.usfca.edu/provost/senior-vice-provost-for-academic-affairs/>

rule of law with justice. In the 2010-11 academic year, law students and faculty worked on human rights issues related to Haitian refugees displaced by the earthquake in Port-au-Prince; assisted lawyers for victims of genocide before the Khmer Rouge Tribunal in Cambodia; and combated human trafficking in Cambodia Haiti, and India. The Center for Child and Family Development is a school-based family counseling program operating in more than 20 public and Catholic schools in the San Francisco Bay Area to provide counseling services for at-risk children and families in lower-income neighborhoods. The Center is the largest and longest-running school-based family-counseling program of its type in the United States. The America Reads Program brings USF students into the community to assist disadvantaged elementary school children with learning how to read. This engagement with young children, families, and teachers gives USF students an opportunity to observe how education makes a difference in young learners' lives, trains students to teach reading, and provides education experience for students who seek a career in teaching. In 1997, USF was one of the first institutions of higher education in the nation to participate in this Federal Program. Since its founding, the America Reads Program has provided training and educational experience to more than 800 USF students, many of whom have gone on to careers in teaching. It has also sensitized USF staff and students to the concerns of children, families, and schools in the community. The program has enhanced the linkage between USF and the community while concurrently providing a critical support to understaffed schools as they strive to teach children one of life's most important skills.

USF is fully engaged with local, national, and international community partners to address pressing problems and promote social justice in the Jesuit tradition. USF's mission statement speaks to these issues and advances a blueprint for change. Its words reflect a legacy of educational excellence and social justice in San Francisco that has prevailed for 157 years and Jesuit values that have endured throughout the world for 470 years—a promise to use reason

and faith, mind and heart, to seek a better world now and in the future.	
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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**):

Since 2006, there have been significant changes in the planning, organization, personnel, and resource allocation at USF associated with community engagement, though the university's overall mission to promote "a culture of service" to local, national, and international communities has remained the same. In 2011, the Office of Diversity and Community Outreach was created, under the direction of a vice provost. The office seeks to promote an organizational culture that values diversity in all its forms through inclusive dialogue, experiences, and appreciation and value of diverse populations as a source of learning, campus unity, and institutional strength. Among the office's strategic goals are to "enrich the urban community and university community engagement through outreach, service, and partnerships with diverse communities." The office partners with USF schools, departments, and faculty to engage the university in critical dialogues in the multicultural communities surrounding USF and throughout the Bay Area. These efforts connect USF to its neighboring communities, and to community leaders working in San Francisco's most under-resourced neighborhoods. Through strengthening these community relationships, USF students learn from and engage with groups that have traditionally been marginalized. Current areas of focus include some of the most under-resourced areas of San Francisco: Bayview Hunters Point, Fillmore and the Western Addition, Mission District, and the Tenderloin. Since 2006, University Ministry has expanded and deepened its community action programming to reach a broader range of community and social service agencies. In cooperation with the Center for Global Education, both offices now offer for-credit and volunteer Arrupe Justice Immersions to graduate and undergraduate students who follow the Jesuit principles of observing, analyzing, reflecting and acting in underserved domestic and international communities. Beginning in 2009, the Lane Center for Catholic Studies Social Thought sponsored annual immersion trips to El Salvador to deepen faculty and staff sensitivity to the challenges that confront almost two-thirds of the world's population. The School of Nursing and Health Professions recently launched the Vietnam Nurse Project, an international academic and practice partnership in Hanoi between USF's School of Nursing and Health Professions and various Vietnamese nursing institutions to improve the health and well-being of the people of Vietnam by improving education, training, and practice standards of the nurses who care for them. A new generation of nurse leaders will partner with the Vietnamese Ministry of Health and Ministry of Education to develop a more effective system of nurse education and practice. The USF Corpus Clinic Pre-Meds is another new program that gives USF pre-medical students a chance to volunteer at the St. Vincent De Paul Homeless Center Clinic. Students help with triage throughout the shelter, take vital signs of patients, shadow patient interviews, and ask medical students preceptor questions about diagnosis and assessment plans. It is a platform for volunteers to engage with patients and doctors of the Bay Area community. In other parts of this proposal, additional initiatives will be described, as well as changes in personnel and resource allocation since 2006.

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

The University of San Francisco continues to be led by Stephen Privett, S.J., now in his 14th year as president. Consistent with the values of the current mission statement, which Fr. Privett helped develop, USF became one of the first schools in the nation to require that all of its undergraduate students complete at least one service-learning course to graduate. Fr. Privett was also instrumental in securing major gifts underpinning a host of innovative social justice and community institutes and programs. He personally led the university's leadership team to El Salvador, Nicaragua, Mexico, and California's Central Valley to foster an understanding of the school's mission and to introduce the school's leaders to some of the poorest communities in the Western Hemisphere. Fr. Privett was chosen in July 2010 to chair the California Campus Compact, a coalition of leading universities that works to advance civic and community engagement on their campuses. Regarding changes among USF's leadership team, Jennifer Turpin's selection as USF's provost in 2010 was the first time in institutional history that a female held that position. As provost, she has overseen the development and implementation of many innovative community engagement programs throughout the university. Representative of her community-focused approach to higher education, Dr. Turpin was named by the San Francisco Business Times to the list of the most influential women in the Bay Area for the third consecutive year in 2013. The list recognizes 150 outstanding women professionals who make a difference in their companies, industries, and communities. As dean of the College of Arts and Sciences, Dr. Turpin was instrumental in the development of the Leo T. McCarthy Center for Public Service and the Common Good, which educates leaders committed to lives of ethical public service. The Lane Center for Catholic Studies and Social Thought, which Dr. Turpin also helped develop, focuses on the insights of Catholic thought on contemporary social problems and on immersion programs to underdeveloped countries. While she was dean, Jennifer Turpin implemented the current core curriculum and the requirement that all undergraduates complete a service-learning course to graduate. In 2011, Mary Wardell-Ghiraduzzi became a vice provost and the new chief diversity and community engagement officer for USF, responsible for directing the office of diversity and community outreach. At other institutions, Dr. Wardell-Ghiraduzzi served as community outreach coordinator and as program coordinator for an Upward Bound program. Other new USF executive officers, with community engagement experience and commitment, include John Trasviña, who became the dean of the USF School of Law in 2013, and who brings a lifetime of public service to the position, including as the Assistant Secretary for Fair Housing and Equal Opportunity for the U.S. Department of Housing and Urban Development. Kevin Kumashiro started as the new dean of the School of Education in 2013, and brings extensive community engagement experience, both practical and research oriented, to that position.

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**)

The Leo T. McCarthy Center for Public Service and the Common Good, which serves as one of USF's campus-wide coordinating agencies for service and community-based learning, has undergone significant changes since 2006. It has added two graduate programs, the Master of Public Affairs (MoPA) and the Master of Arts in Urban Affairs (MAUA). Both programs have integral community-engaged components, including public service internships and community-based research projects. Three new positions were created to staff and administer these graduate programs: administrative director, faculty director of MoPA, and faculty director of MAUA. At the undergraduate level, the staff was restructured to provide more comprehensive coordination of the public service programs and service-learning support offerings. The staff includes a director of community-engaged learning, assistant director of community-engaged learning, and coordinator for community partnerships. All programs are further supported by the assistant director for external relations and a program assistant. In 2010, the McCarthy Center created a new interdisciplinary 22-unit Public Service and Community Engagement Minor to replace the existing Public Service Certificate and Honors Minor programs. The Center also administers the Sarlo Scholars Global Service-Learning program, which began in 2008 with five students doing sustainable development internships in Nicaragua through the Foundation for Sustainable Development, and now includes 15 students annually in intensive spring and fall courses that supplement and enhance their 10-week summer internships in India, Bolivia, and Uganda. Since 2011, the McCarthy Center has facilitated conversations across the university to develop and implement a focused and intentional campus-community partnership. The Engage SF initiative focuses faculty teaching, research, service, and university resources on the Western Addition neighborhood to achieve measurable community outcomes for children and youth. Beginning in 2012, the McCarthy Center restructured its USF in DC program, and hired a full time faculty member in USF's Politics Department to teach and manage the new program in DC. USF is currently partnering with the University of California's Washington DC Center to offer students a variety of courses and co-curricular opportunities to supplement their rigorous full-time internships, seminars, and research courses. The Center continues to offer the McCarthy Fellows in Sacramento program, Advocates for Community Engagement (ACE) student leadership program, Community Partner Service-Learning Seminar and Faculty Service-Learning Seminar. Additionally, the Center spent 2013 exploring options for creating a dynamic interactive online platform that will allow the university, and individual service-learning constituents (faculty, staff, students, community partners) to track partnerships over time, across the university, and throughout the database to see points of intersection and opportunities for collaboration among

disciplines and communities to enhance the impact of service-learning on both students and communities. The Center is currently seeking funding for creation and implementation of this project, which will be a collaborative effort between USF, Salesforce, and Points of Light Foundation. (<http://www.usfca.edu/centers/mccarthy/>)

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**)

In the 2005 fiscal year, the last complete fiscal year before submission of the Carnegie foundation classification proposal in 2006, the University of San Francisco budgeted \$400,902 for community engagement projects, including funds for the McCarthy Center, Upward Bound, social justice, community action, and other public service projects, not counting the salaries of faculty and staff who devoted a portion of their time to community engagement through these programs, and to other service-learning and volunteer activities. In the 2013 fiscal year, USF budgeted \$712,207 for these same programs, plus funding for the new Office of Diversity and Community Outreach and for new community engagement programs, including the Arrupe Justice Immersion program, which sends students, faculty, and staff to learn from, serve, and engage marginal communities in developing areas of the world. Despite challenging financial times for USF from 2006 to 2013, not unlike the challenges faced by most higher education institutions during this time period, USF increased its budgetary allocations devoted to community engagement by 77.7 percent, indicative of the importance of community engagement to the university's mission.

- 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**)

During the 2005 fiscal year, the last complete fiscal year before submission of the Carnegie Foundation proposal in 2006, the University of San Francisco allocated \$1,024,000 for external public service (see IPEDS finance report for 2005-2006). During the 2012 fiscal year, the last complete fiscal year for which complete data is available for submission to the federal government, the University of San Francisco allocated \$2,157,000 for external public service (see IPEDS finance report for 2012-2013). Thus, between the Carnegie Foundation Proposal submission in 2006 and the Carnegie Foundation Proposal submission in 2014, USF increased its external public service allocation by 111 percent, representative of the university's ongoing

commitment to serving the community from which it learns and draws much of its strength.

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**)

Since 2006, USF has greatly enhanced and broadened its efforts at fundraising activities directed at community engagement projects. From 2006 through 2013, the university obtained \$9,316,472 from federal and state grants, and \$10,143,777 from private sources, including:

- The Upward Bound project received \$2,645,013 from the U.S. Department of Education from 2008 to 2012, and an additional \$998,196 from the same agency for its math and science projects from 2012 to 2017. The Upward Bound Project prepares disadvantaged high school students during the summer months, including follow-up programs during the regular academic year, for successful entry into, retention in, and completion of postsecondary education. The project seeks to generate the skills and motivation necessary for success in education beyond high school among low-income students, and to reduce the academic achievement gap between lower- and higher-income students. The program's objectives are to retain 80 percent of the participants through graduation from high school, place 90 percent of the graduates in post-secondary institutions, and document that 80 percent of those will complete college or will still be attending college in 5 years. The project has met or exceeded these objectives consistently for the last two grant cycles, spanning over 10 years.
- The San Francisco Teacher Residency Program received \$772,865 from the Corporation for National and Community Service, and represents a community partnership among USF, Stanford, the San Francisco Unified School District, and the San Francisco Teachers' Union to recruit, prepare, and retain teachers who can be successful working with students in high-need urban schools. The program enables teacher "residents" to apprentice in the classrooms of expert teachers while also completing their coursework at USF and Stanford. Residents receive stipends, tuition discounts, and loan forgiveness when they commit to teaching in San Francisco's schools for a minimum of three years. Residents earn a California teaching credential and complete credits towards a master's degree. Beginning in 2011, graduates of SFTR taught in 20 district schools and served more than 1,500 students across the city.
- The Casa Bayanihan Living Learning Community received \$905,000 from 2009 through 2013 from a private source to conduct a social justice and international immersion program with Santa Clara University and Ateneo de Manila University. The program involves work with marginalized communities, rigorous academic study, simple community living, and practiced spirituality. In their coursework, students learn about the

Philippine economy, culture, and society; gender equality; and Tagalog. Two days a week, students share the lives of the underprivileged in the Philippines in diverse settings, including centers of assistance for the disabled, farming communities that have no potable water or electricity, and advocacy organizations for street children.

The McCarthy Center has also conducted extensive fundraising since 2006, aimed at community engagement projects. The \$941,030 that was raised, included:

- California Prize for Service and the Common Good Annual Fundraising Dinner (\$400,000 since 2009)
- Sarlo Foundation (\$295,030 since 2007)
- Salesforce Foundation (\$1,000)
- Goldman Family (\$175,000 matching funds for Sarlo Scholars program and seed money for Engage SF planning)
- Zander Fund (\$50,000)
- Bay Citizen Mayoral Survey (\$20,000)

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**)

The McCarthy Center invests its financial resources externally through several means:

- Community Partner Seminar Stipends. Each seminar participant receives \$250 for completion of the seminar. Some participants donate these funds to their organizations and others keep the funds to compensate them for the training time. We estimate that over \$16,250 in stipends have been paid to over 65 seminar participants since 2006.
- MoPA RFP for Community Engaged Projects (\$5,000 per year). All graduate students in the MoPA program are required to form small teams to develop and write a proposal to assist a community partner. The team with the best proposal contributes \$5,000 to its community partner.
- Transitional Age Youth Project (\$5,000). The McCarthy Center worked in partnership with Magic Zone, a collaborative project between Mo'Magic and Opportunity Impact that provided cradle-to-college education and family support services to youth in the Western Addition neighborhood, and that developed and implemented a multi-stage Transitional Age Youth (TAY) program. The TAY program components included a curriculum of professional and personal skills development, community-focused service and team-building activities, and multiple progressively demanding independent internship experiences. The Center devoted funding, staff, and graduate student support this

program, which began in 2013 with 10 participants and two facilitators (both from the Magic Zone staff). This project was centered around the principles of community-ownership and sustainability, with the expectation of future opportunities for USF faculty, staff, and students to engage with the TAY program in meaningful and mutually beneficial ways through service-learning, co-curricular service, and community-based research.

- Community-Based Research project, Dr. Emma Fuentes, School of Education (\$5,000). The McCarthy Center piloted a CBR grant program in 2014. The Center provided grant funding to Dr. Emma Fuentes from the School of Education for an ongoing study of dual immersion and multi-lingual programs. Dr. Fuentes illuminated some of the complex issues that surface when communities of different socio-economic, linguistic, and racial backgrounds come together to occupy the same educational spaces. Specifically, she studied the ways that race, power, and privilege intersect in the placement of youth within either a dual immersion school or bilingual program in a multi-ethnic Northern California city.
- Western Addition Summer Reading Program, Dr. Helen Maniates, School of Education (\$5,000). Funds were used for community capacity-building, including a stipend for an alum of the USF Reading Specialist Certificate Program to return to the summer youth reading program as a classroom instructor. This individual developed and implemented regular training sessions on teaching reading throughout the summer for program staff from participating organizations (Magic Zone, Booker T. Washington Community Service Center, and Prince Hall Learning Center). The remainder of the funds were used as stipends to pay for two staff members from the Prince Hall Learning Center to participate in the training sessions and act as teaching assistants for the entirety of the summer reading program.

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**)

Since 2006, university-wide community engagement data has been tracked, verified, and disseminated by the director of institutional research (now associate vice provost), in cooperation with several other USF offices, including the McCarthy Center, the Center for Institutional Planning and Effectiveness (CIPE), and the registrar's office, which separately codes the number of service-learning courses each semester, and the number of students enrolled in those courses.

The McCarthy Center tracks its engagement with the community through a number of survey instruments, including a Community Partner Survey administered biannually, a Sarlo Scholars Survey, and surveys of students and performance evaluations from site supervisors for the USF in DC and McCarthy Fellows programs. In addition, all of the schools and colleges at USF, individual faculty members, and more than 20 separate academic and co-curricular offices participate in the data gathering process each year. These data include, but are not limited to, the number of staff and students engaged in the community each year; their hours; the services provided to the community; the reciprocal interaction among students, faculty, staff, and community partners with myriad local, national, and international agencies; and USF's effectiveness in delivering services to enhance student learning. In particular, USF is mindful of closing the loop to continuously improve program goals and student learning outcomes based on community feedback. This information is also gathered annually for submission to the Corporation for National and Community Service for USF's placement on the President's Higher Education Community Service Honor Roll. USF was placed on the honor roll for seven years consecutive years, including with distinction in 2013, and in two prior years. Community engagement data has been gathered periodically for many other purposes, including for submission to the Carnegie Foundation in 2006 for classification as a community engaged institution, to the Washington Center for Internship and Academic Seminars for selection as one of five universities in the nation to receive the 2012 Higher Education Civic Engagement Award, for submission to USF's regional accrediting agency (WASC), and to numerous professional accrediting agencies (e.g., AACSB, NASPAA, APA). Various assessment instruments are employed to document the university's level of community engagement, and in 2012, a self-assessment rubric was adapted for use at USF from the work of Kevin Kecskes at Portland State University, supported by the Community-Campus Partnership for Health (CCPH), and the Washington Campus Compact. This rubric is used to assess and measure the impact of institutional community engagement and to provide a mechanism for improvement in community engagement activities. The rubric is relatively recent, is undergoing continuous refinement, and its use constitutes a major institutional change since USF's Carnegie Classification in 2006 <http://www.usfca.edu/provost/>. The rubric is designed to assess USF's capacity for community engagement and to help the university identify and improve various opportunities for engagement. Thus, the rubric is used for closing the loop between university and program learning outcomes and activities and community engagement needs and perspectives.

- 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**)

USF uses several mechanisms for campus-wide assessment and measurement of the impact of community engagement, including direct measures (e.g., student journals, portfolios, and papers deposited in the university library, and faculty journal articles, books, monographs, conference presentations, and papers deposited in the library). The university also uses indirect measures, including surveys of both students and community partners. Data from these and other measures

are used to assess the institution's capacity for community engagement, within a university-wide assessment rubric http://www.usfca.edu/provost/senior_vice_provost_for_academic_affairs/, which is used to measure progress, to identify those components of community engagement that are progressing well or that may need additional attention, and to serve as a continuous feedback loop to improve the university's community engagement. Data for the rubric are gathered annually by the Associate Vice Provost for Academic Affairs, or more often as needed for special assessments or reports, and in cooperation with several other university-wide offices. The university-wide rubric is structured along five dimensions: (1) Mission and Culture Supporting Community Engagement; (2) Faculty Support and Community Engagement; (3) Community Partner and Partnership Support and Community Engagement; (4) Student Support and Community Engagement; (5) and Leadership and Organizational Support for Community Engagement. For each dimension, there are several components. For Dimension 1, the components include the university's mission; the definition of community engagement as it applies to teaching, research, and service; and campus climate and culture. For Dimension 2, the components include faculty knowledge, involvement, support, curricular integration, incentives, promotion, and tenure. For Dimension 3, the components include partnership awareness and placement; mutual understanding and commitment; and community partner input, leadership, access to resources, incentives, and recognition. For Dimension 4, the components include student opportunities, awareness, incentives, recognition, voice, and leadership. For Dimension 5, the components include leadership and administrative support, evaluation and assessment, planning, marketing, and the dissemination of results. For each component, a four-stage development continuum is used, progressing from stage one (awareness building), to stage two (critical mass building), to stage three (quality building), and finally, to stage four (institutionalization). This rubric is largely based on the extensive literature regarding best practices for community engagement, especially the work of Kevin Kecskes at Portland State University; researchers at the Community-Campus Partnerships for Health; at the Washington Campus Compact, and at the University of Minnesota, Indiana University-Purdue, the University of Massachusetts, the National Service-Learning Clearinghouse, and the Carnegie Foundation for the Advancement of Teaching. We believe that between 2006 and 2013, USF has attained stage three (quality building) or stage four (institutionalization) in all five dimensions listed above. Our responses below will address that assessment, buttressed by the results of various external reviews that have assessed USF community engagement, including the Corporation for National and Community Service, which placed USF on the President's Higher Education Community Service Honor Roll for seven straight years, and three years with distinction. USF's many other community engagement awards are noted above.

- 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)

In 2006, USF conducted an assessment of community engagement processes and activities, but this assessment was not placed into a comprehensive campus-wide rubric that clearly showed community engagement strengths and weaknesses, or that included a feedback loop for continuous improvement. By 2013, we had a rubric that entailed a more comprehensive and systematic campus-wide assessment, assisting the university to better analyze its community

engagement goals and outcomes, improve specific programs and activities, and incorporate community needs and knowledge. With regards to this new rubric http://www.usfca.edu/provost/senior_vice_provost_for_academic_affairs/, we believe that USF is at the highest or stage four (institutionalization) for most components of Dimension I of the rubric, Mission and Culture. Community engagement is clearly a primary focus area for the university; the university has a formal definition of community engagement that is applied consistently to university teaching, community-engaged research, service, and professional practice. Regarding Dimension II, Faculty Support, we believe that the components are either at stage three (quality building) or stage four (institutionalization). Most faculty members know what community engagement is and can articulate how it can be integrated into teaching, service, and learning; many faculty members participate in community engaged teaching, research, or service; faculty members are fully encouraged and are provided incentives (e.g. mini-grants, funds for conferences) to pursue community engagement activities; the review, promotion, and tenure process rewards community-engaged research and scholarship; and many of the community-engaged faculty have tenure or hold tenure-track positions. The entire undergraduate curriculum, and much of the graduate curriculum, is intentionally infused with community-based learning course requirements. All undergraduates must complete a service-learning course to graduate. The components for Community Partnership, Dimension III, are at stage three or stage four. There is a deep, mutual understanding between the university and community partners regarding goals, needs, resources, and capacity; community partners have opportunities to assume leadership roles; can access faculty and students as resources through course-based projects or research, and are provided incentives for their involvement in the university's community-engagement activities. All components of Student Support, Dimension IV, are at stage four. USF has institutionalized numerous opportunities for students to engage the community through required or elective courses, volunteer activities, and research options. The university has numerous incentive and recognition systems in place for students, including notation on transcripts, annual awards, and articles in publications and on the school's Website. Students have many opportunities to assume leadership roles in community engagement. The components for Leadership and Organizational Support, Dimension V, are all at stage four. The leadership of the university fully understands and supports community engagement; there is a well-known and used formal community engagement structure; there is a systematic effort to track the number and quality of community engagement activities; multiple goals for community engagement are formalized in official planning documents; community engagement is prominently advertised; there are extensive efforts to share the results of community engagement activities through community forums, Websites, presentations, and publications; and the university's community engagement activities are supported by institutional funding.

Impact on students

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

A key finding regarding the impact of student engagement at the undergraduate and graduate level, both locally and internationally, is found in the extensive number of research reports written by students over the past two years on various aspects of community engagement, and that are now available electronically in the main USF library (<http://repository.usfca.edu/>).

Among the more than 40 papers that have deposited in our library over the past two years, a sampling of titles underscores the breadth and depth of our students work as direct evidence of community engagement:

- An Exploration into the Perceived Effects of International Volunteering and Service on Host Communities in the Global South, Katelyn Kerrigan, 2012
- It Takes a Community to Change a Broken System: Using an Inter-organizational Collaborative Group to Ensure All Oakland Students Graduate from High School, Nyeisha T. DeWitt, 2011
- Countering Youth Incarceration: Community Strategies in New Orleans and Cape Town, Ariel Marshall, 2012
- Nonprofit Continuum: Brazilian-centered Organizations in the Bay Area of San Francisco, Caroline Rehill, 2012
- Exploring the Leadership Practices of Social Justice Leaders at Urban Charter Schools, Kandle Fraser, 2012
- Implementation of the Core Components of Response to Intervention Models: A Study of Two Schools, Dawn Witt, 2012
- Serving Youth Who Are Serving Time: A Study of the Special Education Services for Incarcerated Youth in a Short-Term Care Facility, Sachiko Hoshide, 2012
- Latino Immigrant Parents of English Language Learner Students, School Involvement and the Participation Breach, Jose Vicente Gonzalez, 2012
- Perceptions of Bilingualism and Home Language Maintenance and Loss: A Study of Latino Parents at a San Francisco Bay Area Elementary Charter School, Emily McCormick Enstice, 2012

These research papers provide direct evidence, above and beyond the journals, reports, videos, and studies undertaken by students who participate in service-learning courses during the academic year. This direct evidence by students is supplemented by indirect evidence gleaned from student surveys. For example, in the May 2013 USF graduating student survey, among the 636 undergraduates who completed the survey (a 56% response rate), 85.4% reported that USF contributed to their “learning through service with activities that benefit the community and are supplemented by a reflection process.” Although all USF undergraduate students must complete a service-learning class to graduate, the graduating student survey revealed that large numbers of the class of 2013 did volunteer work above and beyond the requirement. Among the 636 students who completed the survey, 106 (16.6%) volunteered in a local K-12 school, 85 (13.4%) volunteered in a youth services agency, 148 (23.2%) volunteered in a homeless services agency, 55 (8.6%) volunteered with a local environmental protection group, 87 (13.6%) volunteered with a clinic or hospital, and 156 (24.5%) volunteered with some other type of community agency. These survey responses from graduating seniors are consistent with direct evidence from various USF offices and programs that track student community engagement. In the 2012-2103 academic year, among USF’s total undergraduate and graduate student population of 10,017 students, 7,480 students (74.7%) were engaged with the community through service-learning or volunteer work.

Impact on faculty

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

Since 2006, USF faculty members across a wide range of disciplines have demonstrated their community engagement through direct forms of evidence, especially in their publications and research projects, often supported by USF faculty development funds or USF Jesuit Foundation grants. Among the more than 1,400 articles, books, and conference presentations by faculty since 2006 that address community engagement themes, below are titles from a select recent sample:

- Does International Child Sponsorship Work? A Six-Country Study of Impacts on Adult Life Outcomes, Bruce Wydick, Economics, 2013
- Schools as a context for ‘othering’ youth and promoting cultural assets, Noah Borrero and Christine Yeh, Education, 2012
- Whither the Canaries: On the Exclusion of Poor People from Equal Constitutional Protection, Julie Nice, Law, 2011
- The multidimensionality of ethnic identity among urban high school youth, Noah Borrero and Christine Yeh, Education, 2011
- Urban School Connections: A University-K-8 Partnership, Noah Borrero, Education, 2010
- Learning Power and Building Community: Parent-Initiated Participatory Action Research as a Toll for Organizing Community, Emma Fuentes, Education, 2010
- Exploring the Intersection of Philanthropy, Research and Scholarship in a Third World Context, Shabnam Koirala-Azad, Education, 2010
- Patient Response to Unaffordable Prescription Drugs in a Senior Center Population, Maurice Penner, Public Administration, 2010
- Exploring Urban Students’ Construction About School, Work, Race, and Ethnicity, Leyla Perez-Gualdron, Education, 2010
- Spirituality as a Cultural Asset for Urban Youth at School, Christine Yeh, Education, 2010
- Seeing ‘It’ for Themselves: Teaching ‘Truth’ to Urban Youth, Patrick Camangian, Education, 2011
- Sentencing On Children to Die in Prison: Global Law and Practice, Connie de la Vega, Law, 2009
- Religion at the Corner of Bliss and Nirvana: Faith, Identity, and Politics in New Migrant Communities, Lois Lorentzen, Jay Gonzalez, and Kevin Chun, Theology, Politics, and Psychology, 2009

In addition to published works, many faculty members have deposited electronic versions of their research in the main USF library for open access (<http://repository.usfca.edu/>). Among the more than 30 papers that have been deposited in the library over the past two years, a sampling of titles highlights the breadth and depth of our faculty work as direct evidence of community engagement:

- Legal Services Support Centers and Rebellious Advocacy: A Case Study of the Immigrant Legal Resource Center, Bill Ong Hing, Law, 2008
- A Qualitative Evaluation of the California Arts-in-Corrections Program, Larry Brewster, Public Administration, 2010
- Towards Engaged Scholarship, Tim Iglesias, Law, 2013
- Creating a Public Space through Service-Learning, Erin Brigham, Theology, 2012
- Nurturing students' strengths: The impact of a school-based student interpreter program on Latino/a students' reading comprehension and English language development, Noah Borrero, Education, 2011
- Evaluation of a school-based internship program for Chinese immigrant adolescents in the United States, Christine Yeh, Education, 2009

Evidence of USF faculty engagement with the community is also found in the large number of full-time tenured or tenure-track faculty who teach service-learning classes. In the 2012-2013 academic year, USF offered 120 service-learning courses, and 27 full-time tenure or tenure-track faculty taught those service-learning courses. The balance were taught by full-time term faculty or adjunct faculty.

Impact on community

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

Based on current data derived from surveys, community focus groups, and institutional research, USF is working with community partners more extensively and profoundly than ever before. Since 2006, USF has significantly increased the number of faculty led service-learning courses, and enhanced faculty relations are seen throughout the community. Moreover, there has been an increase in community partner participation in the Community Partner Service-Learning Seminars, which are now more robust and accessible to nonprofit staff: the seminars train approximately 24 community partners each year on how to integrate and support service-learners while maximizing the benefits to their organizations. The number of partners using Advocates for Community Engagement (ACEs), wherein student leaders work at local nonprofits to coordinate service-learning, has also increased. In the past, community partner organizations did not always distinguish service-learning from volunteering, and they did not keep track of the number of service-learners at their organization. They now have mechanisms for tracking service-learners' participation and for shaping students' learning experiences in a more intentional way.

USF has taken steps to deepen and improve community partnerships and practices in many other ways. The McCarthy Center partnership maintenance strategies now include networking opportunities to bring together community partners and faculty to initiate and explore new service-learning possibilities. Four or five networking events are offered each year. USF also maintains a community partner e-mail list with over 200 contacts, which is regularly used to

share information on USF resources, service-learning course offerings, grant opportunities, and other relevant services for the community.

The new Office of Diversity Engagement and Community Outreach has recently sponsored a number of significant programs for the community, including a stakeholder community forum where USF hosted more than 80 community leaders from around the Bay Area for a dialogue focused on meeting the challenges of educating students in urban communities and in public housing; a “visions of success” program for 90 (predominantly Latino and African American) middle and high school boys from a nearby school district during which they attended workshops and general sessions on the USF campus designed to assist them in pursuing a college degree and career success; and a Mayoral Community Forum on Diversity, Innovation, and Jobs of the Future, which included a series of symposia on the USF campus created by San Francisco Mayor Ed Lee’s Office to highlight the challenges facing the community, especially disparities in health care by gender, race, and socioeconomic background.

The university is actively engaged in improving its outreach to the community. Over the past several years, a deep mutual understanding has developed between the university and community partners regarding goals, needs, resources, and capacity; community partners can access faculty and students as resources through course-based projects or research; and community partners are provided incentives for their involvement in the university’s community-engagement activities. USF’s increasingly positive impact on the community is thus a key finding from current data collection, part of a university-wide assessment effort to document the institution’s capacity for community engagement.

Impact on institution

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

A key finding from current data is the extent to which USF has benefited from its community partnerships. Community partners have lent their expertise to decision-making bodies, such as the McCarthy Center Steering Committee; to campus discussions; and to student training, service-learning, internships, and potential careers for students. Based on community partner feedback in surveys and focus groups, a greater level of trust is present in the campus-community relationship than ever before. USF has been invited for example, to participate in numerous community-led conversations on issues such as Black outmigration from San Francisco and Western Addition public housing services. Faculty and students are also benefiting from mini-grant funding to support collaborative capacity-building projects in the community.

Numerous other changes have taken place relative to the community impact on USF, including an increased permeability between campus and community boundaries, a commitment to mutual learning and resource sharing, and a more institutionalized and multifaceted approach to community engagement. When USF initially applied for the Carnegie Classification in 2006, the university’s primary engagement with the community was through service-learning and student volunteering within the framework of approximately 20 USF relatively independent offices and agencies. While these offices still exist and students continue to contribute meaningfully to the

community and learn about the community through their service, the full reciprocal benefits of a comprehensive campus-community partnership could not fully develop without a more substantive campus-wide strategy for community engagement, premised on a foundation of mutual trust. Over the past several years, the university has found ways that community partners can enrich the university, including inviting community representatives to sit on university committees, opening campus events to community partners, and providing funding and other incentives to bring community partners into classrooms as guest lecturers. USF recently established the Office of Diversity Engagement and Community Outreach to focus more strategically on how to leverage USF resources to serve diverse and marginalized communities in San Francisco and across the globe, while simultaneously seeking opportunities for community assets to enhance student learning and faculty development. Significantly, these USF initiatives are now included in a university-wide rubric that is used to assess and measure the impact of institutional community engagement and to provide a mechanism for improvement in community engagement activities. We believe that the components for Community Partnership, Dimension III in the rubric, are all at stage three (quality building) or stage four (institutionalization). There is a deep, mutual understanding between the university and community partners regarding goals, needs, resources, and capacity; community partners have opportunities to assume leadership roles; and partners are fully engaged in the university's community-engagement activities.

In the final analysis, USF's community partners have helped the institution realize its mission to "educate leaders who will fashion a more humane and just world," while educating our students about diverse communities, providing opportunities to connect the classroom to the world, and fostering in our students the Jesuit "values and sensitivity necessary to be men and women for others."

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)

Since 2006, USF has added several types of professional development support for faculty, staff, and community partners, including:

- Service-Learning Faculty Seminars offered twice a year (<http://www.usfca.edu/centers/mccarthy/faculty/>)
- Faculty Development Lunch Panels, such as on "Exploring Critical Service-Learning Practices" held by the College of Arts and Sciences Dean's Office
- Team Innovation Awards granted to develop curriculum for, and implement, an inaugural Graduate-Level Community-Engaged Learning Seminar at USF

- Faculty Development Funds (through the Deans' Office) for participation in conferences, such as Continuums of Service or International Association of Research on Service-Learning and Community Engagement
- Jesuit Foundation Grants (through the USF Jesuit Community) are used to fund interdisciplinary dialogues that examine the major issues of the times from the perspective of those who are poor and insure their participation in the dialogue. Grants in this area are used to bring together faculty from various disciplines, students, neighborhood leaders, and community members, not only to reflect on theoretical issues, but also to create an opportunity—an urban laboratory—for community action and exchange. For the 2012-13 academic year, the Jesuit Foundation Grant Awardees were:
 - The Ignatian Camino
Donal Godfrey, S.J., University Ministry
 - Integrating Immersion Experiences through Ignatian Spirituality
Mike Duffy, Lane Center for Catholic Studies and Social Thought and Erin Brigham, Adjunct Professor, Theology and Religious Studies, College of Arts and Sciences
 - Faith and Reason: The Jesuit Legacy in East-West Scientific Exchange
Xiaoxin Wu, Director, Center for the Pacific Rim, College of Arts and Sciences
 - Introduction to Restorative Justice Series
Aouie Rubio, Director of Operations, Office of Online Education

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 Yes

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

The University of San Francisco Faculty Association (USFFA) Collective Bargaining Agreement (CBA) Handbook is the primary, authoritative document that outlines rules and regulations for all USF faculty members. USF faculty members are governed by the agreement in the context of the Vision, Mission, and Values Statement of the University of San Francisco. Every effort is made to effectively and clearly communicate the values of the institution to prospective faculty members, so that when individuals are invited to join the faculty ranks, they know the nature of the community that they are joining. All faculty are informed and expected to focus their teaching, research, and service efforts to support USF's vision, mission, and values. Consequently, all units search for future faculty members that can support or improve USF's ability to educate students in the social justice tradition. Many academic programs on campus take the mission one step further with program goals that involve working with community partners and engaging with local, national, and international communities. USF has traditional academic programs that have developed strong community ties in recent years (e.g., Computer

Science, Math, Design, Exercise and Sport Science, Environmental Studies, Gerontology, International Studies, Media Studies, and Psychology), and new academic programs that emphasize community engagement and social justice throughout the curriculum (e.g., Architecture and Community Design, Catholic Studies and Social Thought, Critical Diversity Studies, Peace and Justice Studies, Performing Arts and Social Justice, Public Service and Community Engagement, Urban Agriculture, Urban Studies). All of these programs search for faculty with a commitment to community engagement through their scholarship, service, and teaching.

Faculty recruitment is a joint responsibility between the school or college dean and the program/department faculty members. This process is defined by the USFFA Collective Bargaining Agreement in Article 25. 2. It is noted that one of the department chair's responsibilities is to work to recruit faculty into the programs they serve. There is nothing in the Collective Bargaining Agreement to preclude a dean and department chair from recruiting faculty with an eye toward faculty experience in community engaged research and service. Indeed, in many schools, such as in the School of Education and in the School of Nursing and Health Professions, community engaged research and service are seen as an important consideration for faculty hiring. In the College of Arts and Sciences, particularly in departments such as politics and sociology, community-based research and practice among faculty members are also viewed as a significant plus for faculty. In two of that college's newest graduate programs, the Master of Public Affairs and the Master of Arts in Urban Affairs, community-based research and service is critical for new faculty members since both programs have integral community-engaged components, including public service internships and community-based research projects.

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**)

Since 2006, there have been no specific changes in institutional policies regarding tenure and promotion based on faculty scholarly work that uses community engaged approaches and methods. This is because the university requires high levels of performance in teaching, research and service from applicants for promotion and/or tenure. Teaching, research, and service receive equal attention when evaluating candidates for promotion and/or tenure and no "inadequate" rating is allowed in obtaining a promotion or tenure. Indeed, in the last seven years, many faculty selections and promotions have gone to faculty members whose scholarly work has included community-based scholarship.

Among the 261 USF faculty members who have been hired or promoted since 2006, 148 (56.7%) have published scholarly articles or books that address community engagement issues, and many other faculty members have made conference presentations on community engagement issues, wrote grants, or personally served in the community. Some representative examples: Anne Bartlett, associate professor, international studies, published several articles on aid to communities in Darfur, Africa; John Callaway, professor, environmental science, published more than 40 papers on tidal restoration in the San Francisco Bay Area and its impact

on the community; Alessandra Cassar, assistant professor, economics, published several articles on the effects of group loans on community members in Zimbabwe; Kevin Chun, director, diversity studies, published approximately 20 articles on the acculturation of Chinese youth in the San Francisco community; Amie Dowling, associate professor, dance program, published book chapters and articles on the role of the performing arts on service-learning and civic engagement; Lillian Dube, assistant professor, theology and religious studies, published on USF and the Zambia service-learning program; Roberto Guitierrra Varea, associate professor, performing arts, published on the role of theater performances on community transformation; Elizabeth Katz, associate professor, economics, published on income generation and poverty reduction in several Central American communities; Kouslaa Kessler-Mata, assistant professor, politics, published articles on self-determination in several Native American communities; Diana Lattimore, associate professor, kinesiology, published a book chapter on the sustainability of community-based physical activity programs for older adults; Brandi Lawless, assistant professor, communication studies, published on community-based initiatives to move families out of poverty; Kelly McBride, associate professor, politics, published several articles and a book on community politics, budgeting, and prisons; Matthew Motyka, assistant professor, modern and classical language, published articles on teaching in San Quentin Prison; Jeffery Paris, associate professor, philosophy, published several articles on prison reform; Kimberly Richman, associate professor, sociology, published several articles and conference papers on the USF San Quentin TRUST Alliance, which provides legal advice to prisoners and assists inmates in adjusting to civilian life after prison; Sami Rollins, associate professor, computer science, published extensively on renewable energy-driven systems in community homes; Cecilia Macdowell Santos, associate professor, sociology, published articles on human rights for members of the Brazilian community; Stephanie Sears, associate professor, sociology, published on the empowerment of young African American women in the community; and Christian Thompson, associate professor, kinesiology, published articles on the effectiveness of exercise and training on the balance of community-dwelling older adults.

7. Is there an institution-wide **definition** of faculty scholarly work that uses community-engaged approaches and methods?
 No Yes

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

The university's definition of community engagement includes faculty "participatory research and scholarship" that makes the university relevant to the surrounding world. In addition, USF's various accrediting agencies underscore the importance of community-engaged approaches and methods that inform faculty teaching and scholarly work. USF's regional accrediting agency, the Western Association of School and Colleges (WASC), states in its new standards (2013) that baccalaureate programs should actively foster "an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others." The School of Management's accrediting agency, AACSB-International, states in its new accreditation standards (2013) that one category to use to assess business faculty members for accreditation purposes is practice academics: faculty members who "sustain currency and relevancy through

professional engagement, interaction, and relevant activities.” To document faculty currency, AACSB gives many examples of “practice/community impact,” including responding to “requests from the community for faculty expertise for consulting projects, broadcast forums, researcher-practitioner meetings, and faculty/student consulting projects.” Likewise, the School of Management’s Master of Public Administration accreditation agency, the National Association of Schools of Public Affairs and Administration (NASPAA) uses a number of community-based criteria in its newest accreditation standards (2011). NASPAA’s “universal required competencies” include the ability “to lead and manage in public governance,” “to participate in and contribute to the policy process,” and “to articulate and apply a public service perspective.” The major accrediting agency for USF’s School of Nursing and Health Professionals is the Commission on Collegiate Nursing Education (CCNE), which has as one of its standards (2013), the encouragement of “nursing education programs to pursue academic excellence through improved teaching/learning and assessment practices and in scholarship and public service in accordance with the unique mission of the institution.” The USF School of Law is accredited by American Bar Association (ABA). Under their 2013-2014 standards, law schools have “obligations to the public, including participation in pro bono activities.”

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 Yes

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

Faculty retention, promotion, and tenure, follow the USFFA Collective Bargaining Agreement criteria for appointment to and promotion of tenure-track faculty. In order to be considered for promotion and tenure, a faculty member must be judged to be superior in two of the following three categories and at least adequate in the third: teaching, research, and service. Community engaged scholarly work can be included as legitimate research for purposes of promotion and tenure. In the tenure promotion process, three or four external reviews are solicited. These individuals evaluate 1) Quality of scholarship, 2) Significance of contribution to the field, 3) Originality of scholarship, and 4) Quality of publication media. An ongoing process for each probationary and tenured faculty occurs annually when the dean and faculty member discuss the faculty’s Academic Career Prospectus (ACP). During this process, the dean and faculty member review goals and accomplishments from the previous year and develop goals and strategies for the next year in light of the faculty member’s interests, the mission of the school, and needs of the program. The ACP provides the basis upon which the faculty member prepares for tenure and promotion.

Consideration for tenure and promotion for a faculty member begins with the school’s or college’s peer review committee. The peer review committee evaluates the candidate’s promotion and tenure packet (a portfolio of work showing mastery in teaching, research, and service), which then forwards their evaluation and recommendations to the university-wide peer

review committee and to the school or college dean. The university-wide peer review committee also evaluates the tenure and promotion packet and then forwards their recommendation to the university provost and dean's council. The provost and the president make the final decision regarding tenure and promotion.

As noted above, scholarly work that uses community-engaged approaches is a legitimate basis for promotion and tenure. Since 2006, 261 faculty members have used their community-based research, publications, and conference presentations to buttress their portfolio for hiring, or for tenure and promotion review. Among these 261 faculty members, there were 734 articles and books published, 736 conference presentations, and 180 grants that addressed community engagement topics and themes.

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

No Yes

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

Through its annual University Faculty Service-Learning Award, USF honors faculty members who are exceptional in their community engaged teaching and learning. This prestigious award:

“recognizes the work of full-time faculty in developing service-learning opportunities for USF students. The awardee shall be a full-time faculty member who has demonstrated a commitment to service-learning through the integration of service-learning into the curriculum; innovation in employing a reflective teaching methodology to connect community and public service experience with academic study; and demonstration of leadership that promotes service-learning on campus” (www.usfca.edu/provost/).

For the 2012-2013 academic year, the recipient of the faculty service-learning award was Stephanie Sears, associate professor of sociology. Her nomination letter, reads in part:

“Stephanie’s service-learning courses embody the scholarly rigor and personally transformative power that all student academic experiences should strive to achieve at a Jesuit institution of higher education...Stephanie’s publications, presentations, and affiliations demonstrate an exemplary commitment to community engagement and social justice...Stephanie has been teaching service-learning at USF since 2005, and has developed three courses with the SL designation, including Community Organizing, Social Problems, and Sociology in Action Capstone. Stephanie’s courses are infused with opportunities to analyze social issues through a sociological lens while connecting social justice theory to action for systemic change. Thus, students not only engage in research and scholarship around sociological phenomena in alignment with disciplinary curricular standards, but also develop skills and competencies through their service experiences that help them become ‘leaders who will fashion a more humane and just world’... Student scholarship and service are linked intentionally and critically through a portfolio of activities and assignments meant to cultivate reflection and assess student learning. Examples of such assignments include a critical analysis paper that covers a specific social issue, an organizational profile, and service/content integration papers... In order to create such powerful service-learning experiences for students, one must work intimately with community partners to ensure that the mission, services, and practices of the organizations align with, support, and extend the student learning outcomes while meeting a community identified need. Stephanie has engaged with a variety of local and global community-based organizations both in connection with her service-learning courses and with her scholarly research...In the true spirit of reciprocity and collaboration, Stephanie treats community partners as equals and co-educators of her students. She makes a habit of sharing her syllabus with community partners to solicit their insights, feedback, and suggestions about how to make course content relevant to the students’ service experience. In Stephanie’s service-learning courses, the community partners do everything from guest lecture to oversee student projects to assess student learning. Indeed, this is one of many ways in which Stephanie has moved beyond the basic USF service-learning guidelines to embrace a more critical, transformative, activist approach to this experiential pedagogy...Beyond USF, Stephanie spreads her passion for, and expertise in, service-learning at national and regional conferences...Given Stephanie’s multifaceted commitment to service-learning and social justice, it is with great conviction that we recommend her for the USF Faculty Service-Learning Award.”

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

No Yes

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

As noted above, the University of San Francisco awards tenure based on teaching, research, and service, and since 2006, much of that research has been based on community engagement scholarship. Stephanie Sears, for example, received tenure and promotion from assistant to associate professor, and much of her scholarship is community based. Her scholarship was also described in her University Faculty Service-Learning Award:

“It is important to further note that Stephanie does not compartmentalize her commitment to social justice education into just her three service-learning courses. Her research and service equally reflect this commitment. Stephanie has done extensive research on the empowerment of black women and girls through motion and dance.”

Another example of community-based scholarship comes from Evelyn Ho, who in 2010, was promoted from assistant to associate professor in the department of communication studies, and was granted tenure at USF, in part because of her achievements in the area of service-learning. In 2012, she also won the University Faculty Service-Learning Award. The USF website details why, in the mind of a USF student, she won this award:

“All of you students and alums know all about service-learning, as you are/were each required to complete a service-learning course while here at USF. But did you know that if you took Ethnography of Communication from Professor Evelyn Ho, you took the course from an award-winning service-learning professor? That’s right! Professor Ho won the University Faculty Service-Learning Award this past spring! I know students may feel that they do all of the work for a service-learning course, putting in all those hours at the nonprofit and writing papers, but it takes a lot of time and dedication from the professor of the course as well. Professor Ho won the award for her Ethnography of Communication course for her ‘commitment to service-learning, development of service-learning opportunities for students, connecting academic experience and public service, and demonstration of leadership in the field of service-learning.’ ”

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

No Yes

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

Section 2 of the USFFA Collective Bargaining Agreement includes information regarding recruitment and employment, academic personnel policies, and faculty evaluation. The handbook is made available to all faculty in printed format, and can be found on the following website: (<http://www.usffa.net/legal/collective-bargaining-agreement>).

According to the Collective Bargaining Agreement between the University of San Francisco and the USF Faculty Association:

“Community service includes a wide range of activities directed toward local, state, or national groups. Examples of such service include lectures, panel discussions, radio and television appearances, membership on advisory boards

or civic committees; involvement in community, political, or charitable organizations, service to religious bodies, or to the government, and involvement in youth and citizen recreation programs.”

Service to the university, to the profession, and/or the community is fundamental to the mission and values of the university. In addition to teaching, faculty members are expected to advise students, including career counseling, and to participate in extracurricular academic activities. Faculty members are expected to participate in the academic life of the program, school, and the university. Faculty members should participate in seminars, lend their professional expertise to colleagues, serve on committees, and participate in faculty meetings. Faculty members are also expected to attend all faculty events (faculty meetings, school-wide committee functions) and at least one university-wide commencement exercise a year. Finally, faculty members are expected to participate in professional organizations/associations, attend conferences and other professional meetings, consult, and, when appropriate, serve on community boards and advisory groups. The mission and values of the university call on the faculty to engage in the life of the greater community in the hope they can make the world more humane and just.

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

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

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

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

As noted above, policies for promotion and tenure are university-wide and are governed by the USFFA Collective Bargaining Agreement which applies to all USF faculty members in the College of Arts and Sciences, School of Management, School of Nursing and Health Professions, and School of Education. Only the School of Law is outside of this collective bargaining agreement. The large number of faculty, as noted above, who have received tenure and promotion, and who have also conducted extensive community engagement scholarship, taught service-learning classes, and provided service to the community in various ways, indicate that community engagement is associated with the advancement of many faculty members. A precise causal relationship, however, is impossible to establish in what is a highly confidential process governing promotion and tenure.

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 Yes

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

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 USF policies and practices regarding faculty hiring, promotion, and tenure already reward faculty scholarship that uses community-engaged approaches and methods. Although the USFFA Collective Bargaining Agreement does not specifically use the phrase “community-engaged research,” that type of research is recognized in university grants for faculty research, including in the awarding of faculty development funds and Jesuit Foundation Grants; in faculty honors, such as the University Faculty Service-Learning Award; and in decisions regarding faculty hiring, promotion, and tenure. By analyzing individual faculty curriculum vitae supplied by USF’s schools and colleges, we have determined that among the 261 full-time faculty members hired, promoted, or granted tenure since the last Carnegie Foundation submission in 2006, 148 (56.7%) of those newly-hired, promoted, or tenured or faculty members included scholarly articles or books, conference presentations, or grants related to community engagement in their applications or promotion materials. Numerous examples of that research are included throughout this document.

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 ASUSF Senate serves as the undergraduate student government organization on campus. It provides representation to a variety of student groups. Since the last Carnegie classification, the Associated Graduate Students of the University of San Francisco, governed and represented by the Graduate Student Senate (GSS), was created by a task force comprised of students representing each of the graduate schools at USF. The formation of this entity, including a student fee, was approved by the USF Board of Trustees in December 2011. There is a

formalized appointment system through the ASUSF Senate and Graduate Student Senate ensuring both graduate and undergraduate student representation on the Board of Trustees and its committees. Students serve on committees related to finance, university life, facilities, development and the master planning team. This unique experience allows for the student leaders to be at the forefront of university decision-making and ensures that student voices and opinions are heard, ultimately fostering positive change.

Student initiated community engagement takes many forms, from professional development partnerships to service and community action. The ASUSF Senate instituted a Community Action Project requirement for registered student organizations who receive funding support (currently 70 groups). The ASUSF Senate Vice President of Mission oversees the planning, implementation, and assessment of the initiative with help from the Senate's Mission Committee. Each year, one outstanding organization is recognized for their efforts through the Best Community Engagement Award presented at the Student Leadership Awards Ceremony sponsored by the Division of Student Life. In Spring 2013, this award was presented to the San Quentin Alliance for C.H.A.N.G.E. for their work with inmates at San Quentin State Prison to reduce the recidivism rate of recently released prisoners, and to assist in their transition back into society. The organization sends USF students to volunteer at San Quentin Prison, and also invites former prisoners to campus to speak about their life experiences. This organization co-hosted the 4th Annual Corrections at the Crossroads Panel, a toy drive for children visiting incarcerated parents during the holidays, and participated in the "Get on the Bus Fundraiser," which helps children from across the country reunite with their incarcerated parents.

Many student organizations go beyond the requirements of the Community Action Project. The Greek Council includes service as one of the key values-based pillars for the Greek community of eight social fraternities and sororities, helping members to develop a broader perspective on civic engagement. There are also eleven student organizations classified under service as their primary mission and purpose, ranging from animal welfare to social justice. Student leadership in community engagement is recognized through criteria for six of the ten university-wide Student Leadership Awards presented to undergraduate and graduate students. The Leo T. McCarthy Public Service Award, for example, is presented to a graduating senior who has exhibited dedication to ethical public service by working/interning/volunteering extensively for non-profit and/or government entities while attending USF.

Supplemental Documentation

14. Is community engagement noted on student transcripts?

No Yes, Service-Learning courses are noted as such in transcripts.

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

No Yes

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

No Yes

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

At USF, community engagement is connected to honoring and respecting cultural diversity. All undergraduates, for example, are required to complete both a service-learning course and a cultural diversity course to graduate. According to the USF Catalog,

Service Learning and Cultural Diversity “requirements may be met by completing course sections designated as "SL" and "CD". Courses that integrate service-learning as well as courses that meet the Cultural Diversity designation are offered across disciplines and schools. The Cultural Diversity Requirement will be met by courses that promote understanding and appreciation of the richness and diversity of human culture. The Service Learning Requirement will be met by courses that integrate a form of community/public service into the academic undergraduate learning experience.

The integration of community engagement and cultural diversity is also represented in USF’s new Office of Diversity and Community Outreach. The office promotes an organizational culture that values diversity through dialogue, experiences, and appreciation of diverse populations, which is seen as a source of learning, campus unity, and institutional strength. The office partners with USF departments and faculty to engage the university to serve and learn from the multicultural communities surrounding the San Francisco Bay Area.

Many of the university’s international programs also focus on community engagement, social justice, and cultural diversity. For example, the Arrupe Justice Immersion Program provides opportunities for students to learn from and engage with people living in marginal social, economic, political, and environmental situations. It offers learning opportunities for credit during the January term and during the summer, domestically and internationally in El Salvador, Peru, Columbia, Mexico, as well as in the Central Valley of California and rural communities in West Virginia. Graduate students can enroll in an Ignatian education seminar in Tacna, Peru, where they explore pressing social issues among the most marginalized, learn from people working on the frontlines of poverty, and connect with local student leaders working for justice. USF faculty members and students have also conducted fieldwork on bilingual intercultural education among the Shuar, the largest indigenous community living in the Amazonian region of Ecuador; have worked in Zambia with AIDS patients; have assisted street children in Peru, and helped design communities in Nicaragua.

On an institutional level, service to the national and international community, coupled with an appreciation for diversity in all of its forms, is integral to the school’s mission to prepare men and women to shape a multicultural world with generosity, compassion, and justice. USF’s Vision, Mission, and Values Statement captures the essence of this commitment in its opening paragraph: “The University of San Francisco will be internationally recognized as a premier Jesuit Catholic, urban University with a global perspective that educates leaders who will fashion a more humane and just world.”

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

No Yes

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

For several years, USF has tracked the relationship between enrollment in service-learning classes and freshman-to-sophomore retention rates. From 2009 to 2011, for example, freshmen who enrolled in service-learning courses were more likely to return to the university during their sophomore year than were students who did not enroll in service-learning courses during their freshman year. During the three-years investigated, 91.8 % of the freshmen who enrolled in at least one service-learning class returned to USF for their sophomore year, in contrast to 85.2% of the freshmen who did not enroll in a service-learning class. These differences were statistically significant at the .05 level. We also found that students tended to wait until their junior or senior year to fulfill their service-learning requirement. Among USF's undergraduate students, slightly more than 7% fulfilled their service-learning requirement during their freshman year, whereas 15 % waited until their sophomore year, and almost 75% waited until their junior or senior year. This recent finding regarding how long students often wait until completing their service learning requirement, in conjunction with the on-going research on the relationship between freshman-to-sophomore retention and enrollment in service learning courses, will now be introduced into the freshman advising process. This research finding and its advising implications were prompted by our current work in preparing for the Carnegie Foundation re-classification.

USF's finding regarding a positive relationship between service-learning and student retention parallels recent research reported by the Association of American Colleges and Universities in their publication, *Assessing Undeserved Student's Engagement Practices* (AACU, 2013). Students who participated in a service-learning experience, according to the AACU study, reported levels of engagement in deep learning and perceived gains that were an average of 8.5 points higher on a standardized scale than those of students who did not participate in service-learning.

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.
 - a. 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**)

The University of San Francisco's definition of service-learning has been fine-tuned since 2006. It now reads:

“Service-learning involves three essential elements: service experience, classroom experience, and intentional reflection. Students who take service-learning designated courses participate in community service that relates to their academic coursework. It is an opportunity for students to apply what they have learned in class and to learn from the service experience itself, while at the same time advancing the University's vision of creating a more humane and just world. For example, computer science students could serve at an organization that offers computer access to residents of the Tenderloin, using and developing their computer knowledge and skills; broadening their understanding of poverty, technology, and the digital divide; and providing an important and useful service to the community.”

Strategic initiatives on diversity, globalization, and sustainability in the College of Arts and Sciences have led to many innovative service learning course offerings since 2006. New courses linking students to the local community include Community Garden Outreach; The Chinese of Old Gold Mountain; Latino Gangs of San Francisco and Oakland; and Women, Poverty, and Catholic Social Thought. New courses linking students to international communities include Global Environmental Politics, Philippines Today, and Urban Marginality in Paris. The courses are open to all undergraduate students in the university.

There has also been considerable recent growth in service-learning offerings in the natural sciences. The Personal and Community Health course taught by kinesiology faculty and the Chemistry of Drugs course taught by chemistry faculty have been popular with undergraduate students. Undergraduate students now have the choice of 16 courses in the natural sciences that address community issues (e.g., Biology of Cancer, Conservation Biology, Computers and Society, Living in Our Environment, Real World Mathematics, Substance Abuse: Prevention and Treatment, Methods of Environmental Monitoring), and more courses are being developed each semester. The Environmental Studies major revised their capstone course last year to incorporate service-learning experiences, using the Sociology Department's very successful capstone course as a model.

- b. 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**)

There is a standard process for approving a service-learning course to become part of USF's

regular curriculum; a process has not changed since 2006. For a course to receive the service-learning designation (SL), it must be approved by the college curriculum committee to determine if the following five service-learning criteria are met:

- Service activities are mandatory;
- Clear connections exist between service activities and the academic discipline;
- Service activities benefit the client or community in a meaningful way;
- Students engage in a carefully articulated reflection process around the service, the discipline, and themselves; and
- Faculty members assess the student learning outcomes of the service experience.

Courses approved to carry the SL designation will meet the graduation requirement for service-learning, a part of the broader university mission requirement that also includes a course in cultural diversity. A service-learning course can be either in the core curriculum or in the major. Specific service-learning activities may vary by course and discipline. The student is expected to average a minimum of 20 to 25 hours of service per 15-week semester.

2. Fill in the tables below using:
 - a. data from the most recent academic year (2012-2013)
 - b. data based on undergraduate FTE

<i>Number of service learning courses</i>	<i>Change in number of courses since last application</i>	<i>Percentage of total courses</i>	<i>Percent change in courses since last application</i>
120	7	5.0%	6.2%

<i>Number of departments represented by service learning courses</i>	<i>Change in number of departments since last application</i>	<i>Percentage of total departments</i>	<i>Percent change in departments since last application.</i>
26	10	54.2%	62.5%

<i>Number of faculty who taught service learning courses</i>	<i>Change in number of faculty since the last application</i>	<i>Percentage of total faculty</i>	<i>Percent change in number of faculty since last application</i>
74	24	18.2%	48%

<i>Number of students participating in service learning courses</i>	<i>Change in number of students since last application</i>	<i>Percentage of total students</i>	<i>Percent change since last application.</i>
1744	314	27.9%	21.9%

3. 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 data in question 2 (above) are gathered each semester by the registrar's office, as part of that office's regular procedures. The data are employed by the university to assess changes in service-learning over time, and each year that data is used as part of the university's submission to the Corporation for National and Community Service for placement of USF on the President's Higher Education Community Service Honor. As noted above, USF has been placed on that honor roll for seven consecutive years, and three times with distinction. The data are also used for ongoing freshman-to-sophomore retention studies, with an eye to the association between enrollment in service-learning classes during the freshman year and student retention during the sophomore year. An association has been consistently found, and we are currently conducting logistic regression analyses to ascertain the relative weight of this predictive variable in student retention. As part of a 2013 retention study, the data were used to determine the percentage of students who participated in service-learning courses as freshmen, sophomores, juniors, or seniors. The results, which showed that only 17 percent of freshmen participated in service learning, with the balance participating in later years, will help inform freshman advising. The data were also gathered to help assess student support in a university-wide rubric used for community engagement, and for the assessment of institutional learning outcomes, as discussed below.

4. 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**)

In 2013, USF revised its institutional learning goals, outcomes, and assessment tools to better align with USF's Mission. Community engagement is inextricably intertwined with the revised learning goals, outcomes, and assessment tools. As can be seen below, mission statement number 3, institutional learning goal number 3, institutional learning outcome number 7, and many assessment tools, reflect the university's focus on community engagement. Great importance is placed on what students can learn from the community, not just how the university can assist the community (<http://www.usfca.edu/diversity/>).

Mission Statements

1. The core mission of the University of San Francisco is to promote learning in the Jesuit Catholic tradition. The University offers undergraduate, graduate, and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others.

2. The University will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice.
3. The University will draw from the cultural, intellectual, and economic resources of the San Francisco Bay area and its location on the Pacific Rim to enrich and strengthen its educational programs.

Institutional Learning Goals

1. Students will understand Jesuit values of social justice
2. Students will develop personal and professional knowledge, practices, and ethics
3. Students will develop a global understanding
4. Students will develop scholarly and academically rigorous approaches to learning.
5. Students will engage in the diversity of the campus community and the communities of the San Francisco Bay Area
6. Students will develop knowledge of the interdependence and cultures of the Pacific Rim

Institutional Learning Outcomes (ILO's)

1. Students will analyze and adjust their attitudes, beliefs, values, biases, assumptions, and identities to reflect cultural humility as they engage with diverse communities and cultures.
2. Students will explain and apply “threshold concepts,” practices, and ethics of their chosen academic discipline in diverse communities.
3. Students will construct, interpret, and analyze information and ideas derived from diverse sources.
4. Students will communicate effectively in written and oral forms to interact within their personal and professional communities.
5. Students will use technology to access and communicate information in their personal and professional lives.
6. Students will use multiple methods of inquiry in research processes to answer questions and solve problems.
7. Students will articulate, analyze, and appreciate the interconnectedness of social, economic, and political disparities and social constructions of marginalized group within the context of San Francisco Bay area communities, Pacific Rim countries, and the world.

Assessment Tools

1. Signature assignments in majors
2. Capstones
3. Oral presentations to the community
4. Exit Interviews and surveys
5. Community-based research projects
6. Professional interview simulations
7. Publications
8. Service-learning journals
9. Community partner surveys

5. 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	<i>Is Community Engagement integrated with this activity?</i>	<i>What has changed since the last classification?</i>	<i>Web Link (if available)</i>
Student Research	Yes	<p>Since the last classification, students, supervised by program faculty, have increasingly participated in community-based research in conjunction with many of their classes. Students are encouraged to learn more about community based participatory research and also to engage in the actual development of knowledge through interactions with community partners. As noted above, a key finding regarding student engagement at the undergraduate and graduate level, both locally and internationally is the extensive number of research reports written by students over the past two years on various aspects of community engagement, and that are now available electronically in the main USF library. Among the more than 40 papers that have deposited in our library over the past two years, a sampling of titles underscores the breadth and depth of our students work as direct evidence of community engagement. During the last several spring semesters, the university hosted a fair that showcased student research in the community.</p>	<p>http://repository.usfca.edu/</p>
Student Leadership Courses	Yes	<p>Since the last Carnegie Foundation proposal, USF has added several leadership courses germane to community engagement. At the undergraduate level, for example, the course Leadership in</p>	<p>https://www.usfca.edu/catalog/</p>

		<p>Healthcare Organizations explores the health care organization as a system and the role that leaders play in providing safe and effective patient care in the community. Various organizational, leadership, and management theories, including those related to conflict resolution, change, data collection, employee management, and quality management are used to analyze issues in health care organizations. Another new undergraduate course, Leading Organizational Change, helps students develop the knowledge, skills, and tools necessary to be change catalysts within a variety of organizational contexts while examining the internal and external forces impinging on complex organizations and work behavior. At the graduate level, the new Master of Public Health (MPH), which began in the spring of 2012, offers several leadership courses for students, including Clinical Leadership in Mental Health and Community-Based Practice, which focuses on the clinical leadership skills and knowledge required to provide health care delivery to vulnerable populations, to improve health outcomes, and to lessen health disparities. Recent research and epidemiologic-al data is utilized in the course to formulate outcome-based practice and quality improvement strategies for leaders in the community. Another course in the new MPH is Public Health Systems Leadership and Administration, which focuses on preparing students to develop competencies in public health</p>	
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		<p>management, leadership, and administration. Topics include mission and vision definition, quality improvement, strategic planning and marketing, and other emerging topics necessary for the effective delivery and administration of public health. A third course in the new MPH, Team Manager and Leader, emphasizes the importance of communication, alliance-building, and accurate assessment of the abilities and limitations within a health care team, as well as introducing concepts related to microsystem leadership and coordination of nursing teams. The Master of Public Affairs and Practical Politics, initiated in 2012, includes several courses wherein students develop their leadership skills, including in a course entitled Leadership for the Common Good, which examines the ethical dilemmas of leadership, the foundations and context of moral choice, the moral implication of decision-making within public organizations and the impact upon staff, morale, personal integrity and citizens. The purpose of the course is to make visible the ethical challenges and decision criteria facing leaders, to explore the leadership role in sharing the organization's ethical culture, and to examine governmental alternatives in the decision making process.</p>	
Internships/ Co-ops	Yes	<p>Since 2006, USF has added a large number of internships to its academic programming, which involve community engagement and that also fulfill the university's requirement that an undergraduate</p>	<p>http://www.usfca.edu/centers/mccarthy/ http://www.usfca.edu/globaleducation https://www.usfca.edu/career/</p>

		<p>complete at least one course in service-learning before earning a bachelor's degree. The international studies department, for example, offers an internship course that includes opportunities with international and local organizations that engage in issues such as development economics, ecological justice, human trafficking, and refugee rights, among other social justice issues. Students will work in a "non-profit environment that provides a service to the community and to the world," and that also allow students to "see how their knowledge gleaned at USF can be put to work in the world at large." This internship "will introduce students to active organizations working on international issues," and will help students "gain knowledge of the organizational structures not only of their own community partner, but of others where fellow students are interns." The theology and religious studies department has recently developed an internship course that assists students in setting up internships in nonprofit organizations in the San Francisco Bay Area in the fields of theology studies and environmental studies. The communication studies department has recently developed an internship that relates community study to the student's long-term goals, and the environmental studies department offers myriad internships in organizations committed to protecting the environment. The politics department offers public administration internships in</p>	
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		<p>federal, state, or municipal agencies, wherein students also strengthen their skills, develop networks, read relevant material, prepare journals, and discuss their experiences in seminars. As noted earlier, the Leo T. McCarthy Center for Public Service and the Common Good offers several internship opportunities: the McCarthy Fellows Summer in Sacramento, combining service in a government internship with participation in a California politics seminar class; international academic internships, providing service-learning opportunities in Bolivia, Uganda, and India; and USF in DC, a semester-long program in conjunction with American University in Washington, D.C., combining voluntary service as an intern, relevant coursework, and a three-week overseas practicum in countries such as Brazil, South Africa, Northern Ireland, and Bosnia</p> <p>/Kosovo. USF recently launched a Master's in Public Affairs, which provides rigorous graduate seminars, taught by practitioners in the fields of politics and community advocacy, and that culminates in a full-time graduate-level internship that allows students to put their coursework into practice. The Center for Global Education currently offers numerous internships abroad, most of which are in the community service area</p>	
Study Abroad	Yes	USF offers a multitude of study abroad options, many of which involve a community engagement component. In 2012-2013, USF	http://www.usfca.edu/globaleducation/

		<p>sent 767 students abroad, 121 of whom, or 22%, were solely engaged in social justice /community engaged projects. For a decade, University Ministry has offered an international social justice program, the Arrupe Immersion Experience, in which students build homes, deliver meals to the sick, and seek to learn by living in poverty communities, including in Peru, Columbia, Dominican Republic, Mexico, and Guatemala. In Belize, USF students have worked with disadvantaged middle-school students to enable them to arrive at high school with computer literacy skills. Since 2006, USF faculty members and students have also conducted fieldwork on bilingual intercultural education among the Shuar, the largest indigenous community living in the Amazonian region of Ecuador; have worked in Zambia with AIDS patients, and with street children in Peru. Other communities where USF students have engaged in social justice programming since 2006 include Cali, Colombia; Santa Domingo, Dominican Republic; San Salvador, El Salvador; and Puebla, Mexico. The USF School of Law, through its Center for Law and Global Justice, engages in the study and promotion of human rights and community development around the world. These programs for law students include internships in Vietnam, Cambodia, El Salvador, and the Dominican Republic, and international human rights clinics, wherein students prepare and present reports for the U.N.</p>	
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		<p>Human Rights Council and the U.N. Commission on the Status of Women. Since 2006, the USF School of Nursing has partnered with the Bach Mai Nursing School in Hanoi, Vietnam, to promote cultural sensitivity and awareness of the health care needs of Vietnamese patients, both in Vietnam and in the Bay Area communities, to enhance maternal and neonatal health care nursing care standards; and to provide assistance in using instructional methods that promote student engagement and interaction. The university's study abroad students have consistently been surveyed regarding their overseas experiences. Among the 2012 study abroad students, 96.3 percent of those surveyed agreed that their study abroad experiences gave them the skills to "personally advocate for diversity," 90.4 percent believed that studying abroad increased their ability to "understand the richness of cultures different from your own," and 90.7 percent felt that the study abroad experience gave them the skills to "work and study effectively in a multi-cultural world." In 2010, based in large part on the quality of its international social justice programming, USF received the Senator Paul Simon Internationalizing the Campus Award from NAFSA. USF was the only university west of the Mississippi to receive that award in 2010.</p>	
Other. (Please specify in the "What	Yes	At USF, student leadership and involvement in community engagement takes many other forms, which has been added or	http://www.usfca.edu/centers/mccarthy

<p>has changed..." text box to the right.)</p>		<p>expanded since 2006, including:</p> <p>The Advocates for Community Engagement (ACE) Program develops socially responsible, engaged student leaders who facilitate quality service-learning experiences for all stakeholders and advocate for the community common good. ACEs make a one-year commitment to work onsite at Bay Area nonprofit organizations to facilitate meaningful service-learning experiences for USF students; act as liaisons between their host organizations, USF faculty, and service-learners; contribute to service project development; facilitate regular reflections, and engage in direct service activities at the host organization. The McCarthy Center provides a training curriculum designed to cultivate and hone ACEs' skills, knowledge, and sensitivities as advocates for social justice.</p> <p>Sarlo Scholars Global Service-Learning is an intensive interdisciplinary year-long program that combines community-based sustainable development projects abroad with intensive educational programming on campus. Global Service-Learning Fellows cultivate appreciation for their responsibilities as global citizens and develop personal skills, professional competencies, and values consistent with the university's mission. The program includes a spring course on global sustainable development, followed by a summer abroad experience in</p>	
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		<p>India, Uganda, or Bolivia. Students live in homestays and engage in full-time internships in grassroots organizations where they develop a proposal for a sustainable development project, solicit grant funding, and collaborate with colleagues and community members to implement the project. The experience culminates with a 2-unit course in the fall that allows students to reflect upon their internships abroad through an academic and values-based lens.</p> <p>USF in DC is a semester-long program in Washington D.C. that integrates a full-time internship with coursework. Participants choose from a range of elective courses and internship opportunities that meet their interests and skills. Students spend their semester engaging with peers from across the country, where they will live, learn, and explore the nation’s capital. Students experience first-hand the culture and politics of Washington D.C., connecting with influential policy makers and members of the media, pursuing transformational internships, and taking advantage of civic engagement opportunities.</p> <p>McCarthy Fellows is a summer program, wherein students spend 12 weeks in full time internships at Sacramento institutions that contribute to the California policy-making process. Students conduct legislative research, respond to constituent concerns, and draft policy memos. Concurrently, they participate in a course focused on analyzing the structures and</p>	
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		systems that frame the state's policy making processes. Students live, work, and learn in the state capital, taking advantage of learning opportunities within the context of their internships, their academic course, and co-curricular offerings.	
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6. For each curriculum area listed below, indicate whether or not community engagement been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available.

Curriculum	<i>Is Community Engagement integrated into this area?</i>	<i>What has changed since the last classification?</i>	<i>Web Link (if available)</i>
Core Course	Yes	Committees in the College of Arts and Science continues to approve all courses for the undergraduate Core Curriculum, which is comprised of six content areas and three graduation requirements. The Core website outlines the learning goals and outcomes for each of the areas and requirements. There is also a subcommittee for each content area that consists of program chairs that serve on the Core Curriculum Committee. For example, the Core Area E: Social Sciences committee consists of the chairs of the departments of Communication Studies, Economics, Media Studies, Psychology, Politics, and Sociology. The subcommittee approves all new courses for Core E. The chair of each Core Area subcommittee is also a member of the Core Advisory Committee (CAC). The CAC coordinates on-going assessment of the Core and makes recommendations to the	http://www.usfca.edu/core/

		<p>provost regarding any changes that need to be instituted. The three additional university-wide undergraduate graduation requirements (for service-learning, for cultural diversity, and for foreign language) are also managed by the College of Arts and Sciences. The Department of Modern and Classical Languages directs the foreign language requirement. The College Curriculum Committee reviews and approves courses for cultural diversity and service-learning designations for existing courses. Finally, the First-Year Seminar Committee reviews and approves core courses that will become first-year seminars.</p> <p>Since 2006, the Core advisory committee, composed of department chairs has revised USF's Core courses with an eye to toward greater use of community engagement projects to enhance student learning. Specifically, service-learning is directly linked to many core courses.</p>	
General Education	Yes	Same as above	
First Year Experience Courses	Yes	<p>During the 2006-2007 academic year, after the Carnegie Foundation application was submitted, Jennifer Turpin, then dean of the College of Arts and Sciences, created a committee to review the freshman seminar courses. The faculty members on the committee represented different departments in the college. At that time, the seminars were open only to incoming freshman during their fall semester. The purpose of the freshman seminars was to</p>	<p>http://www.usfca.edu/catalog/enrichments/firstyear/</p>

		<p>introduce new students to their major, the university, and to the diverse communities of San Francisco Bay Area. The committee recommended continuing to focus on the connections between the university and the surrounding community, but it also proposed that the freshman seminars should no longer be just introductory courses for specific majors. Instead, the committee proposed that the seminars should serve the core curriculum and be open to all students, including students who had not declared a major. In addition, the committee recommended that the freshman seminars should be open to all transfer students and should be taught during the fall and spring semesters. Dean Turpin accepted the committee's recommendations. The courses were re-named "First-Year Seminars," and they can now serve as core courses. The dean and the committee later decided that it would be too much to ask that the first-year seminars also provide in-depth service-learning experiences. Instead, the first-year seminars now introduce students to experiences in the community, but students are still required to take a separate service-learning course. Therefore, students currently build on the community experiences they have during their first year seminars when they later enroll in their service-learning and major courses. First-year seminars, with their focus on introducing students to community programs and resources, are fully integrated into the curriculum at the</p>	
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		undergraduate institutional level.	
Capstone (Senior Level Project)	Yes	<p>Since 2006, USF has added several capstone courses (senior level projects) that provide students with opportunities for working with various community agencies and that help make community engagement integrated with the curriculum at the institutional level. The environmental studies department, for example, offers a capstone practicum in environmental studies, wherein senior-level students explore diverse environmental issues from the perspectives of the humanities as well as the natural and social sciences. The course meets the service-learning requirement for graduation, and students develop an environmental studies portfolio, which is reviewed during the semester. The sociology department now requires a capstone seminar for all senior sociology majors that also meets the university's service-learning requirement. In this capstone seminar, students have an opportunity to engage in focused study on a thematic topic using theoretical readings, primary and secondary social research, and direct work with a social-justice oriented organization. For Asian Studies majors, emphasis in the capstone project is placed on a multi-disciplinary and multiple-country study wherein students converge on a topic determined by the professor. Recent topics have included USF and the Westbay Filipino Multi-Services Agency, and San Francisco: a Philippine Experience. The new Master's</p>	https://www.usfca.edu/catalog/

		<p>Degree in Public Affairs and Practical Politics also has a capstone project, which involves a substantial and original research project designed to integrate theory and knowledge with political action in the community. Topics are designed in conjunction with the student's prior internship experience and are relevant to the needs of the host organization.</p>	
In the Majors	Yes	<p>Community engagement is fully integrated into many traditional and new undergraduate majors, and also finds expression in select graduate majors. USF's traditional undergraduates have many more opportunities than in 2006 for community engagement course work in their majors (e.g., in Computer Science, Mathematics, Exercise and Sport Science, Environmental Studies, International Studies, Media Studies, Psychology, and Sociology). Among the 120 service-learning courses offered during the 2012-2013 academic year, 33 also fulfilled a requirement in a major. Several new academic majors emphasize community engagement and social justice throughout the curriculum (e.g., Architecture and Community Design, Critical Diversity Studies, Performing Arts and Social Justice, Health Services). A student majoring in mathematics, for example, can take a course titled Real-World Mathematics: A Service-Learning Math Course, in which students use math as a tool for understanding their world, developing connections between quantitative literacy and social justice. The environmental studies</p>	<p>https://www.usfca.edu/catalog/</p>

		<p>major requires a capstone practicum that fulfills the university's service-learning requirement, and sociology majors are required to take a capstone seminar that meets the school's service-learning requirement and that involves direct work with a community-based social justice organization. Majors in exercise and sport science must complete a professional practicum, consisting of supervised work in a community setting, including community clinics, hospitals, recreation centers, and public and private organizations. Architecture and Community Design majors must complete several courses that involve understanding the role of community design in underserved communities and the larger forces involved, such as the Community Design Outreach course, which fulfills the service-learning requirement, and a practicum /internship with a social and environmental justice organization. Majors in Critical Diversity Studies must complete a capstone wherein they choose a community-based research and action project. Several leadership courses in various majors also embrace a community engagement perspective. At the undergraduate level, for example, a required course for health services majors, Leadership in Healthcare Organizations, explores health care organization as a system and the role that leaders play in providing safe and effective patient care in the community. At the graduate level, the new Master of Public Health (MPH) offers</p>	
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		<p>several leadership courses for students, including Clinical Leadership in Mental Health and Community-Based Practice, focusing on the clinical leadership skills and knowledge required to provide health care delivery to vulnerable populations, to improve health outcomes, and to lessen health disparities. Another course in the new MPH is Public Health Systems Leadership and Administration, which focuses on preparing students to develop competencies in public health management, leadership, and administration. The new Master of Public Affairs and Practical Politics includes several courses wherein students develop their leadership skills in community contexts, including in a required course on Leadership for the Common Good, which examines the ethical dilemmas of leadership, the foundations and context of moral choice, and the moral implication of decision-making within public organizations. This new graduate program in Public Affairs and Practical Politics also requires a capstone project that involves a substantial and original research project designed to integrate theory and knowledge with political action in the community.</p>	
Graduate Studies	Yes	<p>Since the last Carnegie Foundation classification, USF has added several graduate programs that involve community engagement. The new Master of Public Health (MPH), which began in 2012, is intertwined with the local community and its agencies, and offers several community</p>	<p>http://www.usfca.edu/nursing/mph/ http://www.usfca.edu/artsci/mopa/ http://www.usfca.edu/mua/</p>

		<p>engagement courses which focus on the clinical leadership skills and knowledge required to provide health care delivery to vulnerable populations, to improve health outcomes, and to lessen health disparities; to formulate outcome-based practice and quality improvement strategies for leaders in the community; to prepare students to develop competencies in public health management, leadership, and administration; to articulate a mission and vision definition, develop a strategic plan, build community alliances, assess program effectiveness in the community, and effectively deliver and administer public health programs for the community. The Master of Public Affairs and Practical Politics, initiated in 2012, helps students develop their leadership skills in community-based settings, examine the ethical dilemmas of leadership, the foundations and context of moral choice, and the moral implication of decision-making within public organizations, including the impact of those decisions on staff and community members. The program also helps students face ethical challenges and decisions; explore the leadership role in understanding a community organization's culture, and examine governmental alternatives in the decision making process. The new Master of Arts in Urban Affairs, approved in 2013, combines seminars in urban studies and public policy with applied urban research and community engagement and organizing, and students will learn</p>	
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		<p>to formulate policies for more equitable and vibrant urban areas. The curriculum includes an innovative community-based research requirement, which gives students direct experience in conducting applied urban research, analyzing policy alternatives, and working with community-based organizations as partners; an intensive internship during which students are expected to successfully complete 400 hours working with advocacy organizations, governmental agencies, and community or neighborhood associations; and a master's capstone project in which students propose, design, and implement a substantial and professional-caliber project to a practical urban affairs situation, integrating concepts, skills, and methods learned in all prior coursework. In the School of Nursing and Health Professions, graduates of the Master in Behavior Health, which began in 2011, and the PsyD in Clinical Psychology with an Emphasis in Behavior Health, launched in 2013, will gain an understanding and capacity to provide behavioral health services to those community members who have been traditionally disadvantaged due to socioeconomic, race, gender, religion, ethnic, or disability status or sexual orientation, and others who are underserved in current health care systems. Graduates of these program work collaboratively with other health professionals to analyze and address complex health-related challenges in</p>	
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		diverse communities. The program aims to provide graduates the tools to propose strategies for improving health care access, delivery, and evaluation of policy and practice.	
Other. (Please specify in the "What has changed..." text box to the right.)	Yes	Since 2006, faculty members and students in the Architecture and Community Design Outreach Program have increasingly worked with underserved communities in the San Francisco Bay Area and around the world to support USF's social justice mission to fashion a more humane and just world, while learning from community members. Students in the program receive a rigorous architecture education, and the tools and sensitivity to contribute to the common good of all members of the community. The 2012-13 academic year programs involved 96 students, 12 faculty members, and included 5 major community programs and several individual student research projects that benefitted approximately 1050 community members. One outreach activity through the San Francisco Symphony and the San Francisco Architectural Foundation sent students into 5th grade public school classrooms to help young people learn how to appreciate their local environment. Starting with a "Rhythm and Repetition" theme, USF students helped children do simple exercises to identify the pattern of columns and windows, patterns in textiles and landscape, and repetition in ornament. In the Gateway Middle School project, students undertook a collaborative design with 6 th - and 7 th -graders in	www.usfca.edu/artsci/artarc/d/architecture_community_design/

		<p>an underserved San Francisco public school to build a rooftop garden for the school and to encourage children’s natural interests in urban gardening, recycling, and life cycle of plants. For the Pinoleville Pomo Tribe of Native Americans, just north of the San Francisco Bay Area, USF students designed a living culture center, located on trust land, to serve as a cultural museum and community center for the tribe and to provide a daily living and learning experience for tribal members. USF students received feedback from members of the Native American community, followed by material investigations and design development. The Clear Lake Project addressed the needs of a low-income, sparsely populated county of California, approximately 100 miles north of San Francisco, where many people live in poorly maintained houses or trailers. The USF project introduced low-cost, efficient, aesthetically pleasing, and locally built housing to the community. The student design called for an open-walled, roofed pagoda structure with a circular floor plan, to be located on Clarks Island, in the easternmost corner of Clear Lake. The structure will serve as an outdoor classroom to help educate the community about natural building materials and systems, and as a home for environmental education, using local natural materials. USF students investigated construction systems, structural design, materials engineering issues,</p>	
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		<p>developed the overall building design, and outlined the environmental implications of the project. USF students in the Nicaragua Architecture Immersion Program worked on three projects in the underserved rural Nicaraguan community of Goyena: the design refinement and construction of a prototype house for a mother and daughter; the design and construction of a large plaza for the community center; and an urban design involving GPS tracking, measured mapping, photo recording, and community member interviews. The project paired USF student teams with members of an underserved international community, combining students' acquisition of professional skills with cultural competency gleaned from the community.</p>	
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7. 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**)

1. Larry Brewster, professor, School of Management, researched the California Arts-in-Corrections program, a state and privately funded effort to bring professional artists, musicians, and authors into California state prisons to teach inmates how to channel their creativity and emotions into artwork. Brewster found that 69% of the inmates that had taken part in the program retained their freedom two years after release, compared to 42% of those that did not participate. Involvement in the program helped inmates discover core values, develop self-esteem and perseverance, reconnect with family members, and develop a space where racial and gang divisions did not govern actions. The program was so successful, as documented by Brewster, that in 2013 the California Department of Corrections and Rehabilitation awarded \$1 million to underwrite the expansion of the program, making it a regular part of the state budget.

2. Noah Borrero, associate professor, School of Education, researched a teaching and learning partnership between USF faculty and K-8 teachers in nine Catholic San Francisco schools. The program involved professional learning communities (PLCs): small groups that fostered collaboration, sharing, and reflections on teaching, and that fostered innovative curriculum, classroom diversity, English language learning, and literacy. Feedback from monthly workshops was positive from local teachers and USF faculty members. Classroom teachers reported greater collegiality with fellow teachers, appreciated the time to share and reflect on important issues, and sensed ownership over the content of the program. USF faculty members appreciated going outside the “bubble” of academic theory and back to local schools.
3. Peter Williamson, assistant professor, School of Education, researched the obstacles to teaching English to incarcerated youth, including the inconsistency in length of incarceration. Nevertheless, many of the students learned to work through their issues and gain a valuable education during their time of incarceration. Students enhanced their reading and writing skills; were taught how to connect judicial, racial, and class related texts to their lives; and were pushed to think critically about themselves in the criminal justice system. Williamson found that incarcerated youth have creativity and want to succeed, but need the proper tools to do so.
4. Christine Yeh, professor, School of Education, described a high-school peer mentorship program designed for recent Chinese immigrant adolescents and other high school students as their peer mentors. Immigrant students face language barriers, low self-esteem, difficulties making friends, and need time for cultural adjustment. Each of the mentors was assigned mentees depending on their linguistic skills. Mentors received training and were supervised by USF graduate students. Throughout the program, various activities were offered to the participants, and weekly meetings and discussions were held to answer questions. The program fostered mentor-mentee trust and friendship and helped the students learn to accommodate to the new culture.
5. Amie Dowling, assistant professor, performing arts, published her research on Performing Arts and Community Exchange (PACE), a dance program based on Jesuit ideals, and successfully implemented in the San Francisco Sheriff’s Department for incarcerated men, in cooperation with a non-profit community organization.
8. 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)

Since the last Carnegie Foundation classification, USF has greatly expanded and deepened its curricular offerings related to community engagement. A greater number of faculty members are teaching service-learning classes than in 2006, and there are more service-learning offerings than 8 years ago. The faculty core curriculum committee has significantly revised USF's core courses since 2006 with regards to making greater use of community engagement projects to enhance student learning. Service-learning and community-based learning is now linked to many core courses, and the university's first-year seminars now introduce students to experiences in the community at the beginning of their studies. Students are still required to take a serving-learning course, which is now often linked to a course in the core curriculum. Students can now build on the community experiences during their first-year seminars, which they later employ when taking service-learning and major courses. In comparison to 2006, students now have more opportunities for community engagement and service-learning courses in their majors, in capstone courses, in leadership and intern courses, and while studying abroad. These curriculum enhancements regarding community engagement are consistent with the recently revised institutional learning outcomes (ILO's), and their emphasis on students' ability to analyze and adjust their attitudes, beliefs, values, biases, assumptions, and identities as they engage with diverse communities and cultures; to explain and apply "subject threshold concepts," practices, and ethics in their chosen academic discipline in the context of diverse communities; and to articulate, analyze, and appreciate the interconnectedness of social, economic, and political disparities of marginalized groups within the context of diverse San Francisco Bay Area communities, Pacific Rim countries, and the world. These significant curricular enhancements respecting community engagement are also in keeping with USF's mission to educate leaders who will fashion a more humane and just world and to draw upon the resources and perspectives of the community to enrich and strengthen its educational programs and student learning. Over the last 8 years, the curriculum has become even more aligned with the mission, and community engagement is now seen as the most vital tool at USF to educate students in the Jesuit social justice value system of the university. The community engagement curriculum arc is ascending, and future years will see USF ever more faithful, creative, energetic, and effective in using its curriculum to help fulfill its Jesuit Catholic mission to promote a culture of service that respects and promotes the dignity of every person.

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**):

Since 2006, USF has added a large number of outreach programs to its repertoire, including the following:

Human Services Network Survey: The McCarthy Center is partnering with the Human Services Network to design, administer, and analyze a survey of San Francisco's nonprofit health and human service organizations. The research is designed to update a 2001 study of the sector. To make informed decisions of how best to meet clients' diverse needs, policy makers need a comprehensive picture of both the breadth of services provided by nonprofits, and the true nature, costs, challenges, and contributions of those organizations. The study quantifies information on client demographics, cumulative budgets, sources and amount of outside funds leveraged by nonprofits, office space owned and rented, jobs created, employee benefits offered and more. The results permitted an analysis of the sector's critical issues, challenges and needs. This information is a vital tool for education and advocacy on issues that affect the quality and effectiveness of services for community members.

San Francisco Immigrant Legal and Education Network (SFILEN) community survey: The McCarthy Center is partnering with SFILEN to design, administer, and analyze a comprehensive community survey intended to establish a baseline to help grade the city on how it welcomes and integrates its immigrant residents; determine priority needs for immigrant residents in education, health care, housing, safety, and transportation; assess current community knowledge of available services; and identify the ways in which diverse immigrants access services and the extant barriers that limit access, among other objectives. The survey is translated and administered in seven languages and is administered from April to May. The analysis of the surveys will result in a white paper report and will be used to inform follow-up community gatherings in the summer and fall.

Infinite SF Event Series: The University of San Francisco's Leo T. McCarthy Center for Public Service and the Common Good presented the Infinite San Francisco event series. The purpose of these events is to explore and celebrate unique aspects of some of San Francisco's neighborhoods, including the Tenderloin, Western Addition, and Chinatown. Participants learn about neighborhood histories, demographics, assets, dilemmas and opportunities from a panel of local historians, community activists, service providers, and USF faculty. Participants engage in dialogue around timely issues and enduring themes that shape and complicate our perceptions of, and relationships with, our community. This event series serves as a response to Rebecca Solnit's 2010 publication (and USF's required first year reading), *Infinite City*, a multilayered thematic examination of the geography of San Francisco.

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

Since 2006, USF has broadened institutional resources available to the community. The USF Recreational Sports Department and the Koret Health and Recreation Center are dedicated to serving the local community as well as the university's students, faculty, and staff. The department engages the community through donations, special events, and other programs, including "drop in" nights, where community members can use the Center's facilities. The department offers services to many Bay Area Nonprofit organizations, including the Multiple Sclerosis Society, Loyola Guild, Senior Food Group, and San Francisco Special Olympics. The department also hosts youth camps in baseball, basketball, volleyball, soccer, and softball, and provides services to more than 50 community groups throughout the year, including the San Francisco Fire and Police Departments, Pacific Master's Swim Committee, the Master Swim Team, the Youth Swim Team, the Red Cross, Rossi Park Playground Committee, San Francisco Junior Volleyball Team, St. Agnes Spiritual Center, UCSF Mentorship Program, Voices of Our Nations Arts Foundation, Art with Elders fundraiser, and Community Steering Committee meetings.

Every year, USF offers a multitude of free or low-cost public events that enrich the cultural life of the community, including free art exhibits in USF's Thacher Gallery; theater, dance, and music programs by USF's Department of Performing Arts and Social Justice; and numerous public lectures, symposia, and panel discussions on topics of relevance to the community, and sponsored by USF faculty and departments, as well as by USF agencies, including the Center for Latino Studies in the Americas, the Center for the Pacific Rim, the Leo T. McCarthy Center for Public Service and the Common Good, and the Lane Center for Catholic Studies and Social Thought.

USF's NCAA Division I athletic teams offer various discount and free passes to members of the community to attend the games played by their highly-rated athletic teams. Discounted tickets are also offered to seniors, students, and community groups. The USF athletic teams are also engaged in a wide-range of community service activities and in 2012-2013, student-athletes performed 6,200 hours of community service. During the past two seasons, the USF baseball team raised money to purchase more than 260 insecticide-treated nets for families in malaria-risk areas of Africa, through pledges for USF homeruns and strikeouts by pitchers.

The Gleeson Library/Geschke Center at USF houses 732,280 books and 149,104 bound periodicals. Community groups are issued temporary ID cards granting access to the library and its resources while engaged in special programs. Students in the Fromm Institute for Lifelong Learning, a special program that offers approximately 60 non-credit courses per year for retirees from the community, have complete access to the library resources. In the winter of 2013, there were 1,256 Fromm members, and in the spring of 2013 there were 1,189 Fromm members. Since 2006, the Gleeson Library has become a Federal Depository Library (FDLP), and offers many

services to the public: access to collection of government documents, access to Gleeson Library's computers, and reference and referral services to government information.

Partnerships

3. 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](#) (Excel file) and save it to your computer;
 - Provide descriptions of each partnership in the template; and then,
 - Upload the completed template here.

	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding
1	USF/Seven Tepees	Seven Tepees Youth Program	McCarthy Center for Public Service and the Common Good, Arts & Sciences Faculty, School of Management Faculty, Information Technology Services	Students engage in tutoring youth, developing learning enrichment opportunities, and supporting business activities in connection with service-learning courses. USF has also donated computers to the organization.	8 yrs.	5 (in 2012-2013)	30 (in 2012-2013)	
<p><u>Institution Impact</u> Seven Tepees is a long-time partner of USF and has worked with the McCarthy Center and faculty across campus as a service-learning host site. To enhance their role as co-educators of our students, several 7 Tepees staff members have participated in the McCarthy Center's Community Partner Service-Learning Seminar, where they developed knowledge and skills to facilitate rigorous service-learning activities and reflections. Additionally, the McCarthy Center pays an ACE student leader to work onsite to expand the organization's capacity to support service-learners. The organization leverages the ACE to oversee multiple service-learning projects that align with a variety of disciplines and course topics, and engages students in regular reflection to deepen their learning. In return, the ACE gets an intensive experience as a nonprofit professional and learns first-hand about pressing social issues in the community. Seven Tepees staff further contributes to USF by participating in panel conversations to educate faculty about reciprocal partnerships and attend events like the Nonprofit Expo to</p>					<p><u>Community Impact</u> According to the community partner: "USF service-learners contributed to providing a college-bound culture, and beyond their tutoring and mentoring roles, students participated in college panels and increased youth participation in programming as demonstrated through an increase in student GPAs and attendance. Service-learners displayed cultural awareness and humility to best serve youth by exploring issues of racism, classism, and marginalization in the community. Seven Tepees has also benefited from working with an ACE student leader for several years, which has allowed the organization to host more service-learners who contribute in a variety</p>			

connect with students with co-curricular service opportunities.					of ways to the programming and mission of the organization."			
2	USF/Project Open Hand	Project Open Hand	McCarthy Center for Public Service and the Common Good, Arts & Sciences Faculty, School of Management Faculty, Erasmus Living-Learning Community, University Ministry, Zambia Today Program	Students engage in grocery shopping for clients living with HIV/AIDS, making and delivering meals to homebound seniors, and conducting research on food policy as a way of connecting real world experience and course content in service-learning courses.	7 years	3 (in 2012-2013)	24 (in 2012-2013)	
<p><u>Institution Impact</u> Project Open Hand (POH) has worked with the McCarthy Center and faculty across campus as a service-learning host site. Though there has been turnover in the volunteer coordinator role at POH, the organization is committed to sending new staff members to participate in the McCarthy Center's Community Partner Service-Learning Seminar, where they develop knowledge and skills to facilitate meaningful service-learning activities and reflections. This has allowed us to maintain and deepen the partnership with POH despite staff turnover. Additionally, the McCarthy Center pays an ACE student leader to work onsite to expand the organization's capacity to support service-learners. The organization leverages the ACE to oversee multiple service-learning projects that align with a variety of disciplines and course topics, and engages students in regular reflection</p>					<p><u>Community Impact</u> According to our community partner at POH: "Service-learners supported the Grocery Center in working directly with other Project Open Hand volunteers in grocery shopping for clients living with HIV/AIDS, homebound seniors living with critical illnesses, and other community members. USF students worked in team and provided customer support and service, treating community members with dignity while shopping for fresh, healthy food for clients to meet dietary needs for clients with specialized diets. Students also</p>			

<p>to deepen their learning. In return, the ACE gets an intensive experience as a nonprofit professional and learns first-hand about pressing social issues in the community. Project Open Hand also took on a special project last year by working with Erasmus Living-Learning Community students on a research project about food security. Students learned much about food security issues in the US and were able to compare the local situation with their global immersion experience in Asia.</p>					<p>supported community members in combating isolation and loneliness by engaging in welcoming and warm conversations throughout their service experiences. Students maintained Project Open Hand's "Meals with Love" motto in serving clients, while supporting broader Project Open Hand programming and services through advocacy, community-building, and ongoing learning of social issues affecting community members." Currently, Project Open Hand also has a McCarthy Center ACE (Advocate for Community Engagement), a part-time paid undergraduate student who serves as a liaison to community partners, faculty members, and students throughout the service-learning experience.</p>			
3	USF/Raphael House	Raphael House	Martin Baro Scholars Living-Learning Community, McCarthy Center for Public Service and the Common Good	Students do tutoring, prepare meals, work in the daycare, and develop and maintain a community garden in connection with their service-learning courses through the Martin Baro Scholars Program.	2 yrs.	2 (in 2012-2013)	20 (in 2012-2013)	\$5,000
<p><u>Institution Impact</u> Since 2013, Raphael House has been the singular community partner to USF's</p>					<p><u>Community Impact</u> According to the community partner: "Students</p>			

<p>Martin Baro Scholars, a year-long living-learning community which integrates core requirements and electives through a comprehensive curriculum that examines issues of citizenship, social justice, and diversity. Raphael House has crafted extensive service activities, educational resources, and trainings to educate the MBS students in a holistic and humanistic way about poverty in San Francisco. Further, Raphael House has participated in the McCarthy Center's Community Partner Seminar, which enhanced the organization's capacity to develop and deliver relevant service-learning experiences for students.</p>					<p>raised community awareness around programming and community involvement through service-learning presence. Through an improved adult-child ratio, youth received increased individualized attention. Increased general capacity in serving children through intentional services, weekly activities, and ongoing programming. Students also contributed to the development of a community rooftop garden space for staff, volunteers, and families. USF students primarily serve in after school tutoring through the residential program, working in the kitchen to prepare meals, and providing an enriching environment for toddlers ages 0-3." In addition, students in the MBS program have collaborated with Raphael House to support their Evening Program by reading to children and serving youth, and also supported the Community Development Project, in creating a garden space for children to plant vegetables including lettuce, tomatoes, basil, rosemary, and other herbs and vegetables. In addition to students serving as tutors, MBS scholars helped prepare the Raphael House garden for a fundraising party which earned about \$50,000 for the organization, in addition to an estimate of a collective 400 service hours contributed to the organization.</p>			
4	Performing Arts and Community Exchange (PACE) Program- San Bruno Jail	San Bruno Jail	Amie Dowling, Faculty, Performing Arts and Social Justice Program	Students and community members collaboratively create and implement	5 yrs.	1 (in 2012-2013)	93 (in 2012-2013)	

				performances addressing the stereotypes of jail experiences of incarcerated communities				
<p><u>Institutional Impact</u> As a USF service-learning course offered to students of the Performing Arts and Social Justice major, PACE addresses facts, assumptions, and stereotypes of life on the inside of the San Bruno Jail by using theater, movement, writing, and music to tell individuals' stories. PACE culminates in a final performance which is presented by the students, in the jail, before an audience of others who are incarcerated as well as jail staff, plus invited guests, including social workers, law enforcement staff, USF staff and faculty, and family members of the performers. The performance is videotaped and distributed to the performers. The stated educational goals for both "outside" (undergraduates enrolled in the class on campus) and "inside" (incarcerated) students taking the class are:</p> <ul style="list-style-type: none"> -To develop a creative space within the jail -To form a strong artistic ensemble that collaborates on the creation of an original dance/theater/musical piece -To develop a critical and working vocabulary regarding the facilitation of community-based art -To understand community-based arts as a tool for social change -To place life experiences in a larger social context -To stimulate intellectual self-confidence and interest in further education experiences for our students -For the students, videos and readings provide a context for discussion and further understanding of issues of incarceration. 					<p><u>Community Impact</u> The curriculum of the Resolve to Stop the Violence program (RSVP) and Community Works as the community partner incorporates physical awareness to "help participants explore the roots of their violence as well as to provide them with the tools necessary to stop it." Somatic training is a core component of the curriculum based on the understanding that violence is a physical act, and can be stopped by noticing the physical sensations that precede and accompanying it. Pod #5, the unit in San Francisco Jail #9 where the PACE class was offered, uses the Man Alive curriculum. The men who volunteered to participate as "inside students" came with a vocabulary and understanding of group process as it pertains to restorative justice principles, and an awareness of their physical impulses and their bodies as sites of information. Cultivating authentic connections between the men on the inside and the USF community is also a core value of the partnership, by creating friendships based on mutual trust, respect, and embracing vulnerability and openness in collaborating for the performance. The Man Alive performance is a profoundly moving and inspirational testament to how</p>			

					restorative justice can help individuals transform anger into healing, accountability, and activism.			
5	USF/Bayview YMCA	Bayview YMCA	McCarthy Center for Public Service and the Common Good, Arts & Sciences Faculty, School of Management Faculty, Master of Public Affairs (MoPA) Program	Students provide afterschool program support, tutoring, mentoring, and business development support as part of their service-learning courses.	2 yrs.	5 (in 2012-2013)	25 (in 2012-2013)	\$3,000
<p><u>Institution Impact</u> Bayview YMCA has worked with the McCarthy Center and faculty across campus as a service-learning host site. To enhance their role as co-educators of our students, Bayview Y staff members have participated in the McCarthy Center's Community Partner Service-Learning Seminar, where they develop knowledge and skills to facilitate service-learning activities and reflections. Additionally, the McCarthy Center pays an ACE student leader to work onsite to expand the organization's capacity to support service-learners. The organization leverages the ACE to oversee multiple service-learning projects that align with a variety of disciplines and course topics, and engages students in regular reflection to deepen their learning. In return, the ACE gets an intensive experience as a nonprofit professional and learns first-hand about pressing social issues in the community. The relationship with the Bayview YMCA originated when they connected with a group of MoPA students through a writing course's Request for Proposals process in 2012, when they received partial funding to renovate a "scholar athlete" room at the organization. The MoPA students learned much about the Bayview neighborhood and inner city youth issues from working with the organization, while also developing their writing skills and project management strategies.</p>					<p><u>Community Impact</u> According to the community partner: "USF students contribute to tutoring, serving the YMCA's Teen Center, and sports programming, as well as serving at elementary school sites including George Washington Carver Elementary School. Bayview youth receive support from USF students by having direct contact with college students to contribute to college-preparedness culture and mentality. USF service-learners effectively connect with teens and young adults as positive peers and clarify questions about college experiences at USF. Through connections with the USF Athletics department, the Bayview YMCA youth and young adult community members have attended USF basketball and volleyball games on campus, as well as having taken part in a USF sports coaching session for additional athletic resources. USF students also</p>			

					supported in the winter 2012 holiday crab feed fundraiser, in planning and organizing the event." Currently, the Bayview YMCA also has a McCarthy Center ACE (Advocate for Community Engagement), who contributes to the organization through direct service and providing administrative support for service-learning projects.			
6	USF/African-American Shakespeare Company	African-American Shakespeare Company	McCarthy Center for Public Service and the Common Good, School of Management Faculty	Students work in teams to promote performances and fundraise for the organization in connection with their service-learning courses	6yrs.	2 (in 2012-2013)	28+ (in 2012-2013)	
<p><u>Institution Impact</u> AASC has hosted numerous service-learning students from the Leadership and Organizational Dynamics course in the School of Management. The executive director of the organization has participated in the McCarthy Center's Community Partner Service-Learning Seminar, where she developed knowledge and skills to facilitate service-learning activities and reflections. Additionally, the McCarthy Center pays an ACE student leader to work onsite to expand the organization's capacity to support service-learners. The organization leverages the ACE to oversee multiple service-learning projects for business students, and engages students in regular reflection to deepen their learning. In return, the ACE gets an intensive experience as a nonprofit professional and learns first-hand about pressing social issues in the community. African-American Shakespeare Company Executive Director Sherri Young has also served as a panelist and presenter on service-learning partnerships at the University of San Francisco. In fall 2013, Sherri worked with professor Kevin Lo to co-create and co-facilitate student learning in his service-learning course. USF service-learning procedures. Currently, African-American Shakespeare Company also has a McCarthy Center</p>					<p><u>Community Impact</u> USF students increase organization outreach capacity by promoting key events and performances and conducting community outreach as spokespersons for the organization. The October 12th, 2013 Season Launch had the highest community turnout compared to previous years, and this turnout was largely supported by service-learners marketing and outreach projects. Students also contributed to communication and networking projects through social media plans, attending local events, and connecting with community, non-profit, and government stakeholders. In 2013, service-learners have contributed to a student-led marketing plan to target new audiences, engage community members, and design marketing materials to be</p>			

ACE (Advocate for Community Engagement), a part-time paid undergraduate student who serves as a liaison to community partners, faculty members, and students throughout the service-learning experience.					approved for widespread usage.			
7	USF/Quesada Gardens Initiative (QGI)	Quesada Gardens Initiative (QGI)	Architecture and Community Design Program, McCarthy Center for Public Service and the Common Good, Arts & Sciences Faculty, School of Management Faculty	Students engage in community building and gardening projects, and undertake business projects to support the organization's operations in connection with service-learning courses.	8 yrs.	5 (in 2012-2013)	20 (in 2012-2013)	
<p><u>Institution Impact</u></p> <p>QGI has hosted several service-learners over the years and provided educational and personally enriching experiences for students. The executive director of the organization participated in the McCarthy Center's Community Partner Seminar to enhance his capacity to host and educate USF students about issues in the Bayview neighborhood related to poverty, race, health, the and environment. In previous years, Quesada Gardens also had support from an ACE student leader, who developed the necessary skills and knowledge in this role to take on a job at QGI upon graduation from USF. Quesada Gardens Initiative Director Jeffrey Betcher has served on the McCarthy Center's Steering Committee and Strategic Planning Design Team, lending a necessary community partner perspective on how the center should shape its student programming and service-learning support offerings. Quesada Gardens Initiative has also partnered extensively with USF Professor Seth Watchtel's Architecture and Community Design course, allowing students to engage in community-driven design and building projects that enhanced their skills and knowledge.</p>					<p><u>Community Impact</u></p> <p>According to the community partner: "Service-learners have supported the community-building mission of the Quesada Gardens Initiative in the Bayview-Hunters Point neighborhood of San Francisco through a range of engagement opportunities. Students have worked with neighbors, community volunteers, and horticulture experts to maintain and expand the community garden sites. They have also supported in the establishment of a small "pop-up" store in the neighborhood to sell QGI products within a new retail business which local entrepreneurs have opened. By assisting in adding an online store to Quesada Gardens' website, service-learners have increased web visibility to GQI with the local community and beyond, as</p>			

					<p>well as ensuring product delivery to customers. Other service-learning tasks have included helping to prepare products for sale in "Earl's Canning Kitchen", and transporting products from a local nursery and local apparel manufacturer to the point of sale. Students have also contributed to outreach efforts with local organizations, businesses, and faith-based groups to share the QGI Bayview Footprints newsletter, increase visibility of QGI resources, and distribute extra fruits and vegetables with neighborhood residents and organizations.</p>			
8	USF/Meals on Wheels	Meals on Wheels	McCarthy Center for Public Service and the Common Good, Arts & Sciences Faculty, School of Management Faculty	Students lead home cleanings, business projects, marketing and outreach initiatives to support the organization's programs and connect their service-learning course content to real world experiences.	2 yrs.	10 (in 2012-2013)	75 (in 2012-2013)	\$30,000
<p><u>Institution Impact</u> The beginning of the service-learning partnership with USF coincided with the launch of the spring home cleaning program at Meals on Wheels, which became a natural way for service-learners to support and serve as the pilot group of participants on this ongoing project. Students benefited by learning first-hand about intersecting issues of aging and poverty, and exploring how nonprofits</p>					<p><u>Community Impact</u> According to the community partner: "SF residents have been positively affected through home safety, cleanings, and support in providing nutritious meals. Clients develop personal connections to students through community</p>			

function from an organizational development perspective. One staff member from the organization has participated in the McCarthy Center's Community Partner Service-Learning Seminar, where she developed knowledge and skills to facilitate service-learning activities and reflections. Additionally, the McCarthy Center pays an ACE student leader to work onsite to expand the organization's capacity to support service-learners. The organization leverages the ACE to oversee multiple service-learning projects that align with a variety of disciplines and course topics, and engages students in regular reflection to deepen their learning. In return, the ACE gets an intensive experience as a nonprofit professional and learns first-hand about pressing social issues in the community. Meals on Wheels staff have also participated in community partner panels for the Service-Learning Faculty Seminar where they've shared perspectives on reciprocal partnerships and student learning.

interactions; over 100 clients served through the 2012-13 academic year (60 clients served through home cleanings, and over 100 clients served through home deliveries). USF students have contributed to about one-third of all home cleanings (140 cleanings total since projects launch, service-learners have participated in about 50 home cleanings). USF students have also supported in creating a partnership with Whole Foods to donate cleaning supplies as needed to conduct home cleaning visits for community members. Service-learners also support Meals on Wheels by participating in the safety and urgent needs program, in which students lead home deliveries and assist seniors with errands and tasks as identified by the community members. Throughout home cleanings and deliveries, USF students are trusted with responsibilities including contacting the community client, meeting them to set expectations and share service details, gathering cleaning supplies, conducting the home cleaning, and lastly reporting back to Meals on Wheels. By collaborating in teams, students are able to strategically work together through home cleanings and home deliveries to accomplish more (both in efficiency and volume) than they would be able to on their own. Students have also led corporate donor presentations to provide Meals on Wheels program offering overviews to companies like Google, Wells Fargo, and PG&E. Meals on Wheels has been able to target approximately 20 more corporate donor groups through student-led presentations.

9	Arrupe Immersion	Jesuit Community, UCA, Casa Program in El Salvador; IMCA, Fey Alegria Schools in Colombia; Asuncion Parish, Iskali Settlement in Mexico; Generacion homes for street children in Peru, Environmental communities in West Virginia in Appalachia	USF's Private Consultant, Javeriana University Cali, Ibero University Puebla, Generacion/Ruiz de Montoya, Wheeling University	Students engage in international programs to challenge their own perceptions while being immersed in the communities and their way of living. Students reflect with thoughtful attention to the influence and meaning of these experiences and allow their discernment to shape and transform their purpose in the world.	12 yrs.	29 (in 2012-2013)	280 (in 2012-2013)	0
<p><u>Institution Impact</u> In this international social justice program, offered by University Ministry, students learn about the world from the perspective of those who are poor, underserved, and discriminated against in El Salvador, Peru, Colombia, and Mexico. The program offers for-credit opportunities during the January Term and during the Summer, domestically and internationally. USF faculty members and students have also conducted fieldwork on bilingual intercultural education among the Shuar, the largest indigenous community living in the Amazonian region of Ecuador, and have learned a great deal about this culture. In West Virginia, students have gained a greater understanding of poverty in this nation.</p>					<p><u>Community Impact</u> By sharing new perspectives and ideas, groups of USF students are able to develop lasting relationships with community partners and become potential channels for the distribution of knowledge to the community. These visits from students and faculty give external validation to the efforts of the local community. Additionally, local communities learn to make a distinction between members of civil society and the U.S. government, which helps community partners</p>			

					broaden their perspective. Students are also involved with many advocacy campaigns which work to enhance the lives of people in this country and around the world.			
10	USF/Glide	Glide Foundation	McCarthy Center for Public Service and the Common Good, Arts & Sciences Faculty, School of Management Faculty, University Ministry	Service-learning students provide meals in the dining room, work with the youth programs, and support community building initiatives in connection with their service-learning courses.	6 yrs.		50 (in 2012-13)	
<p><u>Institutional Impact</u> The partnership between the Glide Foundation and the McCarthy Center has allowed for ongoing dialogue around pertinent issues in the Tenderloin neighborhood, meaningful connections with community members, and personal development. As an Advocate for Community Engagement at Glide, the goal of our service-learning program has been to facilitate opportunities for students to discuss the connections between course content and the direct service experience, all within the context of the history and current setting of the Tenderloin neighborhood. Service-learners are encouraged to think critically about the importance of identifying assets of the neighborhood, rather than deficits, and then are challenged to reflect on ways asset-based community development can inform sustainable, community-supported solutions to social problems. One asset in particular that we have worked to shed more light on is the combined wisdom of the community members who bring lived experiences, first-hand accounts of life in the Tenderloin, and an important sense of investment in the future of the neighborhood. Direct service allows students to learn from the stories shared by</p>					<p><u>Community Impact</u> According to the community partner: "For Glide, USF has made possible smoother operations, injection of student perspectives into staff learning, and has helped develop specific strategies through student research and development. Students have contributed to an increased sense of connection to the larger San Francisco community, enhanced service provision in Glide meals, youth, and Speak Out programs."</p>			

members of the Glide community.								
11	Project Learn Belize	Sacred Heart Primary School in Dangriga, Belize	School of Nursing and Health Professions, School of Education	USF students work with community members in Dangriga on educational initiatives about health and hygiene	6 years	2 (in 2012-13)	7 (in 2012-13)	
<p><u>Institution Impact</u> Students participating in the Project Learn Belize program are enhancing their academic learning and developing professional skills by directly engaging in community education and capacity-building efforts in impoverished global communities. Further, they are exploring their personal values in light of new experiences and developing sensitivities that can inform their role as "leaders who will fashion a more humane and just world.</p>					<p><u>Community Impact</u> During the last six years, Project Learn Belize has sponsored ongoing programs of immersion and education at Sacred Heart Primary, a school of over 700 elementary school-aged students in the town of Dangriga. In January 2013, the team of seven student nurses from SONHP (with faculty Dr. Mary Lou DeNatale and Dr. Enna Trevathan) conducted a variety of activities at the School, most notably, over 500 basic "physicals" (height, weight, vision, blood pressure, etc.) for both students and faculty. Prior to that time, no such data had been obtained or kept in any permanent school records.</p> <p>These sessions with each class also provided an opportunity to introduce concepts of health, first aid, and nutrition to the students. A follow-up workshop was conducted for Sacred Heart faculty and staff, which included practical tips on how to use the data collected on the children in considerations of classroom management, health promotion, and safety.</p>			

12	Reading Partners	Magic Zone, Collective Impact, Mo'Magic, Booker T. Washington Community Service Center, Prince Hall Learning Center, Schools of the Sacred Heart	School of Education's Master of Art in Teaching Reading (MATR), McCarthy Center for Public Service and the Common Good	Students in the MATR Program deliver a summer reading program through the community partner collaborative. The summer program is held in classrooms at the Schools of the Sacred Heart	6yrs.	10 (in 2012-2013)	50+ (in 2012-2013)	\$3,500
<p><u>Institution Impact</u> One of the goals of the MATR program is to prepare teachers to teach reading in urban communities, so the students benefit greatly from engaging with the children in the Western Addition that participate in summer programming provided by Magic Zone and partners. The program provides 5 weeks of intensive practicum in teaching reading, supplemented by academic content, critical reflection, and conversations with organization staff to develop a deeper understanding of the needs and assets of the youth in the community. The learning model is reciprocal in that the MATR students learn from organization staff and the youth about how to make reading and literacy relevant and accessible to diverse children.</p>					<p><u>Community Impact</u> The Reading Partners program has had a positive impact on the community by bridging the summer "learning loss" gap for youth. The program includes community-building and literacy activities, assessing students in reading, and targeting instruction to incorporate student strengths and meet student needs and interests. In summer 2013, 166 youth participated in the program. Additionally, the McCarthy Center provided funding to support a capacity-building component of the program in which staff from some of the youth-serving organizations were paid to act as co-educators in the classrooms, contributing their expertise on youth development, community issues, and classroom management techniques while learning about how to teach reading and conduct literacy assessments. The long term result has been that these staff members are using their new skills and</p>			

					knowledge to facilitate family reading activities and other initiatives at their organizations.			
13	USF/St. Anthony Foundation	St. Anthony Foundation	McCarthy Center for Public Service and the Common Good, Arts & Sciences Faculty, University Ministry, Information Technology Services	Students work in the SAF dining room, Tenderloin Tech Lab, and other departments and programs at SAF to provide service and learn from their experiences as part of their service-learning courses. Students also engage in co-curricular service. USF has donated a significant number of computers to the Tenderloin Tech Lab as well.	30 years	4 (in 2012-2013)	28 (in 2012-2013)	
<p><u>Institution Impact</u> St. Anthony Foundation has hosted USF students for service-learning and co-curricular service for several years. Their Justice Education program is an outstanding source of information for our students and faculty about issues of poverty and homelessness in San Francisco. From 2005-2012, SAF also worked with an ACE student leader to enhance her capacity to support USF service-learners engaging in meaningful service activities connected with academic course content. St. Anthony Foundation has additionally been represented on the University of San Francisco's Service-Learning Committee from 1999-2006 (in 2006 it was dissolved and replaced with the McCarthy Center Steering</p>					<p><u>Community Impact</u> According to the community partner: "St. Anthony's staff have relied on the support of USF service-learners to complete many projects they otherwise would have been unable to complete due to staffing limitations. USF students have created a 16 week A+ certification course including a modified version of the text book geared towards St. Anthony's clients, designed and taught other courses in the Tech Lab,</p>			

Committee), during which time SAF staff contributed valuable insights and perspectives to guide USF's engagement with community. In addition, St. Anthony Foundation has partnered with University Ministry for service programs and projects for approximately 30 years.					organized and created an online catalogue for St. Anthony's social justice resource library, and an oral history project with community members, among other projects. St. Anthony's has been able to provide more personalized services to guests and community members in addition to new offerings as a product of USF service-learner contributions to the organizations. The projects with the greatest impact have included the guests as project leaders for community empowerment."			
14	USF/Family Teach-In	Family Teach-In	Ignatian Solidarity Network	This program allows students and professors to reflect with thoughtful attention to the influence and meaning of their experiences	15 yrs.	15	150	0
<u>Institutional Impact</u> Students actively develop relationships of compassion, justice, and advocacy					<u>Community Impact</u> Students represent the community partners' interests at the capitol in Washington, DC.			
15	USF/MAGIS	Local Parishes, MAGIS	Jesuit Province (Brazil, Spain, Australia, etc.)	Students engage in experiences that challenge their perceptions. Students reflect on their actions with thoughtful attention to the influence and meaning of these	6 yrs.	6	30	0

				experiences. This reflection allows their discernment to shape and transform our purpose in the world.				
<p><u>Institution Impact</u> Students, faculty, and staff open their minds and hearts to the different social issues that people face around the world.</p>					<p><u>Community Impact</u> Through these experiences, our partners engage in community-building and faith formation (by the communities). Groups from USF share new perspectives and ideas with community partners and participants become potential channels of the distribution of their knowledge. USF's visits function as an external validation of the efforts of the local community (strategies, advocacy, program, etc.); community partners broaden their multicultural perspective; and the presence of USF students helps local communities make a distinction in their perception between civil society and US government.</p>			

4. 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)

Compared to 2006, USF’s current community partners are working more intensively with more faculty members. For example, both Project Open Hand and the Seven Tepees Youth Organizations have significantly increased the number of faculty led service-learning courses. More community partners participate in the Community Partner Service-Learning Seminar and in the Advocates for Community Engagement (ACEs), wherein student leaders are paid and trained to work at local nonprofits to coordinate service-learning. Prior to participating in the service-learning seminar, community partner organizations did not always distinguish service-learning from volunteering, and they did not keep track of the number of service-learners at their organization. After the seminar, they developed mechanisms for tracking service-learners’ participation and for shaping students’ learning experiences in a more intentional way.

Organizations like Magic Zone and Raphael House have also benefited from more sophisticated and sustained relationships with USF faculty members. Magic Zone has worked with Helen Maniates, a faculty member in the School of Education, to provide a summer reading camp for low-income children for the past several years. Helen collaborated with the agency to assess the impact of the summer reading program on participants’ reading levels. Raphael House has a long-standing relationship with a USF faculty member, David Holler, in rhetoric and language, who runs the USF Martín Baro Scholars (MBS) living-learning program, and has worked with Raphael House for the past two years. His students provide direct service to the organization supporting homeless families. As part of the program, the students proposed and built a community garden on the roof of the Raphael House shelter.

As noted earlier, USF’s new Office of Diversity and Community Outreach has forged many partnerships with community agencies, schools, and the San Francisco Mayor’s Office. The USF School of Nursing and Health Professions has developed many new partnerships since 2006 with health care institutions throughout the Bay Area where USF’s undergraduate nursing students serve two or more days a week, and where graduate students in the new Master of Public Health, Master of Behavior Health, and PsyD in Clinical Psychology fulfill their program requirements. Judith Karshmer, Dean of the School of Nursing and Health Professions, was appointed in 2013 to the San Francisco Health Commission, the governing and policy-making body of the San Francisco Department of Public Health.

USF has also greatly benefited from its community partnerships. Community partners have lent their expertise to decision-making bodies like the McCarthy Center Steering Committee, and to campus discussions, informing community-based student training, service-learning, internships, and potential careers. Community partners also demonstrate to USF leaders how the university engages with the community at an institutional level. Based on community partner feedback, a greater level of trust is engendered in the campus-community relationship than in 2006. Specifically, USF has been invited to participate in numerous community-led conversations on issues such as Black outmigration from San Francisco and Western Addition public housing services. Community partners, faculty, and students are also benefiting from mini-grant funding to support collaborative capacity building projects.

5. 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)

Since 2006, USF has taken steps to deepen and improve community partnerships and practices. USF has revised its Community Partner Service-Learning Seminar to make it more robust and accessible to nonprofit staff. The Leo T. McCarthy Center for Public Service and the Common Good typically enrolls 12 community participants in each seminar cohort, and offers two seminars each year. Therefore, the university is training approximately 24 community partners each year on how to integrate and support service-learners while maximizing the benefits to their organizations. USF's partnership maintenance strategies now include networking opportunities to bring together community partners and faculty to initiate and explore new service-learning possibilities. Approximately five networking events are offered each year. USF also maintains a community partner email list with over 200 contacts. This list is regularly used to share information on USF resources, service-learning course offerings, grant opportunities, and other relevant services. Further, the McCarthy Center developed a new Coordinator of Community Partnerships position, whose primary responsibility is to cultivate, maintain, and enhance community partnerships to support service-learning courses and community-engaged programs.

Two years ago, the McCarthy Center created a community partner survey, which was distributed to over 200 partners on the Center's contact list. McCarthy Center staff followed up on the survey by convening focus groups around core issues that were noted in the survey data. These focus groups primarily discussed the topic of student preparation, and participants' input has been used to enhance student learning outcomes, practices, and service-learning orientation curricula for programs and courses across the university. McCarthy Center staff members have also shared the survey and focus group data in local, regional, and national venues to educate colleagues about community perspectives on student preparation for service-learning. The McCarthy Center will repeat the survey in the spring of 2014, and every two years, as part of a program review process. Several faculty members have also developed their own tools and processes for assessing their community partnerships. Current practices include disseminating performance evaluations to students' on-site supervisors, factoring feedback into students' grades, and conducting partnership debriefs with community partners to inform changes to course content, structure, and expectations. The university is thus actively engaged in addressing community needs. Over the past eight years, a deep mutual understanding has developed between the university and community partners regarding goals, needs, resources, and capacity; community partners have opportunities to assume leadership roles; can access faculty and students as resources through course-based projects or research; and are provided incentives for their involvement in the university's community-engagement activities. These efforts at continuous improvement denote a major change since USF was last classified as a community-engaged institution.

6. How are partnerships assessed, what have you learned from your assessments

since your last classification, and how is assessment data shared? (Word limit: 500)

The McCarthy Center created a community partner survey, which was administered in April 2012 to more than 200 community partners. To create a comprehensive list, the center worked with every college, service-learning faculty member, program, center, and/or department on campus that offers community-engaged experiences. USF received 45 responses from survey participants: a 22% response rate comparable to that of similar surveys distributed by other universities.

The survey sought to answer the following questions:

- What is the nature of community partners' relationships with USF?
- Which USF and McCarthy Center resources do community partners currently use?
- Which USF and McCarthy Center resources would community partners use, if available?
- How do community partners perceive the university and its constituents?

The responses from the community partners indicated that:

- 78.4% find long-term student volunteers to be beneficial
- 73.6% find short-term (6 months or less) interns to be beneficial
- 79.4% feel that having service-learners complete special projects for the organization is beneficial
- 80% feel that USF cares about outcomes of student service on clients
- 84.4% feel that USF helps students explore the social issues host organizations address
- 84.4% feel that USF supports the needs of their organization
- 73.3% feel that USF acts as a member of the larger community
- 67.5% feel that students are prepared to engage with the community
- 92.2% feel satisfied with the service work done by students
- 75% would be likely to use project funds (e.g. mini grants) from USF for service involving USF students
- 70.4% would be likely to use research funds provided by USF
- 81.9% would be likely to access professional development training
- 68.9% would be likely to access USF's academic courses (for credit)
- 77.7% have had a relationship with USF for more than two years
- 68.6% host service-learners to develop or strengthen the organization's relationship with USF
- 37.8% have participated as speakers or panelists at USF events

Community partners were positive about the benefits of student service (service-learning, volunteering, and internships) for their organizations, so this will continue to be an integral part of USF's community engagement plan. USF needs to be more critical and intentional, however, about how students are prepared to engage with the community. Community partners have an interest in exploring ways for the university to move beyond student-service programming to engage in community capacity-building.

7. 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**)

1. Seth Wachtel, associate professor, art+architecture, published several articles on his work and that of his students in designing and building community centers and gardens in San Francisco, the Bay Area, and in other countries, including Haiti and Zambia. Students partner with non-profits and communities to develop projects for underserved communities to enhance outdoor education for children and city parks, develop food production gardens in underrepresented San Francisco neighborhoods with little access to healthy food, and adapt re-use projects for historically landmarked buildings. The program's Bridgeview Teaching and Learning Garden, won the 2011 Neighborhood Empowerment Network award from the City of San Francisco for "Best Sustainable Community Project."

2. Bill Ong Hing, professor, law, studied legal services to marginalized communities, and immigrants in particular, using the Immigrant Legal Resource Center (ILRC) in San Francisco. The ILRC is a center where service providers can go for training, advice, and support. The center also works with community-based organizations to provide educational outreach programs as well as services for the advocacy of children, legal services for immigrants, and support for domestic violence survivors, and other issues. One of the main goals of ILRC is to promote civic engagement of immigrants in the community, and to increase the immigrant population's involvement in the democratic process and community resources.

3. Mary Lou De Natal, associate professor, nursing and health professions, directed a nursing partnership and global immersion project with USF nurses and nursing students who provided health education in Dangriga, Belize, a town located in the heart of the country's citrus industry, and that has approximately 10,800 underserved residents. Nursing faculty and students decided that each day in Belize, they would focus on a health theme with supportive resources and educational materials provided by donations. Health themes included hand hygiene, nutrition, first aid, and dental hygiene. Supportive educational resources and school and health care supplies were donated by the USF School of Nursing and Health Professions, nursing students and families, local Boy Scout troops, local dentists, and San Francisco Bay Area schools.

4. Bruce Wydick, professor, economics, published "Does International Child Sponsorship Work? A Six-Country Study of Impacts on Adult Life Outcomes," in the April 2013 issue of the Journal of Political Economy. Wydick's research, which was carried in the local and national press, found that children in developing nations, such as Uganda or Guatemala, who received outside sponsorship, were significantly more likely to finish high school, graduate from college, and obtain a meaningful job than were children without such sponsorship.

5. Elena Flores, professor, counseling psychology, authored a number of papers of benefit to the

Latino community of San Francisco, including “Perceived discrimination, posttraumatic stress symptoms, and health risk behaviors among Mexican American adolescents” in the *Journal of Counseling Psychology*. She also coauthored several other articles and presented a paper with UCSF colleagues on “Parental Influences on Obesity among Mexican American Children” to the Mission Neighborhood Health/Mental Health Community Clinics Collaborative in San Francisco.

8. 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)

Numerous changes have taken place regarding community partnerships and outreach since 2006. These changes include an increased permeability between campus and community boundaries, a commitment to mutual learning and resource sharing, and a more institutionalized and multifaceted approach to community engagement. When USF initially applied for the Carnegie Classification eight years ago, the university’s primary engagement with the community was through service-learning and student volunteering within the framework of approximately 20 USF relatively independent offices and agencies. While these offices still exist and students continue to contribute meaningfully to the community and learn about the community through their service, the full reciprocal benefits of a comprehensive campus-community partnership could not fully develop without crafting a more substantive campus-wide strategy for community engagement and cultivating a foundation of mutual trust. Over the past eight years, the university has made significant strides by offering a multitude of ways community leaders and members can be involved at USF, including inviting community representatives to sit on university committees, opening campus events to the general public and marketing them specifically to community partners, offering campus tours to local youth-serving organizations, and providing funding and other incentives to bring community partners into classrooms as guest lecturers. Simultaneously, faculty and staff are receiving administrative support and encouragement to embrace opportunities for contributing to local and global social justice initiatives in a variety of ways. For example, the McCarthy Center staff represented USF on the Western Addition Service Provider’s Cohort, an initiative funded and organized by the Mayor’s Office of Housing to coordinate fundraising priorities and strategies across service organizations in San Francisco’s Western Addition. The McCarthy Center staff attended regular meetings, facilitated capacity-building trainings, and increased the number of USF community partnerships in the neighborhood. In addition, several faculty members serve as board members, consultants, and grant collaborators with local nonprofits such as the Canal Alliance in Marin County. Further, USF recently established the Office of Diversity Engagement and Community Outreach to focus more strategically on how to leverage USF resources to serve diverse and marginalized communities in San Francisco and across the globe, simultaneously seeking opportunities for using community assets to enhance student learning and faculty development. These USF initiatives are now part of a university-wide rubric that is used to assess and measure the impact of institutional community engagement and to provide a mechanism for improvement in community engagement activities

(http://www.usfca.edu/provost/senior_vice_provost_for_academic_affairs/). We believe that the

major components of community partnership in the rubric are all at stage three (quality building) or stage four (institutionalization). There is a deep, mutual understanding between the university and community partners regarding goals, needs, resources, and capacity; community partners have opportunities to assume leadership roles; community partners can access faculty and students as resources through course-based projects or research; and partners are provided incentives for their involvement in the university's community-engagement activities.

III. Wrap-Up

1. (Optional) Please use this space to describe any additional changes since your last classification not captured in previous questions. (Word limit: **500**)

Since 2006, the University of San Francisco has developed ever stronger and sustainable community engagement projects. As a final example of the multitude of such projects, we point to the San Francisco Teacher Residency Program (SFTR), which from 2011 to 2013, received \$772,865 from the Corporation for National and Community Service to develop a partnership among USF, Stanford University, the San Francisco Unified School District, and the district's teachers' union to recruit, prepare, and retain teachers to successfully work with students in San Francisco's high-need urban schools. This grant enables teacher residents to apprentice in the classrooms of expert teachers while completing their coursework at USF and Stanford. Residents earn a California teaching credential and credits towards a master's degree, receive stipends, tuition discounts, and loan forgiveness. They commit to teaching in San Francisco's schools for a minimum of three years. Beginning in 2011, graduates of SFTR taught in 20 district schools and served more than 1,500 students across the city. In the fourth year of the program, SFTR graduates have over a 90% retention rate in SFUSD, and they serve over 10% of the public school children in the city. SFTR reflects USF's mission to offer "undergraduate, graduate, and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity to be men and women for others."

Community engagement is a touchstone for Jesuit values at the University of San Francisco. Our Vision, Mission, and Values Statement holds that for the school to be recognized "as a premier Jesuit Catholic urban university" it should demonstrate "high academic achievement, strong leadership capability, concern for others and a sense of responsibility for the weak and vulnerable." We believe that community engagement is one of the ultimate tests of the fulfillment of our institutional mission and values. The many new partnerships developed and sustained since 2006 between USF and external organizations are the result of this university commitment in concert with community partners who have a social justice vision for their own clients, students, and community members. The university and its community partners are working toward the same end and freely share resources and educational insights. The work of forging sustainable connections between the university and its community partners is an enlightened effort centered on a passion to make the world a better place. Twenty-four years ago, the late Ernest Boyer, President of the Carnegie Foundation for the Advance of Teaching, wrote in his classic, *Campus Life: In Search of Community*, that "building a vital community is a challenge confronting not just higher learning, but the whole society. In our hard-edged

competitive world, more humane, more integrative purposes must be defined. And perhaps it is not too much to hope that as colleges and universities affirm a new vision of community on campus, they may also promote the common good in the neighborhood, the nation, and the world.” At the University of San Francisco in 2014, Ernest Boyer’s vision is flourishing.

2. (Optional) Please provide any suggestions or comments you may have on the documentation process and online data collection. (Word limit: **500**)

We have no major suggestions as to this documentation process. We believe it was fair, thorough, and challenging. Overall, the process significantly helped USF better understand itself and to more effectively assess what it does with its many community partners.

Request for Permission to use Application for Research

In order to better understand the institutionalization of community engagement in higher education, we would like to make the responses in the applications available for research purposes for both the Carnegie Foundation and its Administrative Partner for the Community Engagement Classification, the New England Resource Center for Higher Education, and for other higher education researchers as well.

Only applications from campuses that are successful in the classification process will be made available for research purposes. No application information related to campuses that are unsuccessful in the application process will be released.

Please respond to A or B below:

- A. I consent to having the information provided in the application for the purposes of research. In providing this consent, the identity of my campus will not be disclosed.
 No Yes

- B. I consent to having the information provided in the application for the purposes of research. In providing this consent, I also agree that the identity of my campus may be revealed.
 No Yes