2015 Carnegie Community Engagement Classification (Reclassification Application)

Applicant’s Contact Information

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Foundational Indicators
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.

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

Annual Addresses/Speeches:
This is Akron! State of the University Address, Luis M. Proenza, November 7 2011
...We explain that a changing economy or changing technological underpinnings of any industry require the institutions, themselves, to change, and that the Akron Model provides a useful framework for such a transformation. We demonstrate how, through innovative collaborations, initiatives and interactions, metropolitan-sited institutions can play a vital role in sustaining and growing their regions in this global, knowledge and conceptual economy. And we tell them that, beyond the many statistics and facts that detail our successes, the most important outcome of the Akron Model is the least quantifiable and most intangible. It is a kind
of entrepreneurial optimism, a belief that our collective impact can achieve audacious goals and improbable outcomes. The Akron Model enables us to believe that we can accomplish bold endeavors, and we will continue to do so by using the Akron Model as our framework...This...is Akron! For more than a decade, we have advanced, nurtured and walked the talk of these ideas...ideas whereby “we see that our location in Akron, at the heart of a thriving regional economy, is a significant competitive advantage...” that...the University of Akron is in, of and for Akron, and community engagement is at the core of our portfolio of opportunities...” So we must move forward even more vigorously, and continue moving into an even closer stage of integration with our communities, a stage characterized by coordinated institution-scale engagement, linkage to a regional plan and the production of benefits for students, the region and our University—something we are well embarked upon already. Indeed, through the principles of relevance, connectivity and productivity we are becoming one with our region—employing strategies of infrastructure investment and partnerships; and also serving as an anchor institution of substantial magnitude and continuing to grow so as to further engender a stabilizing influence on the economy. This is Akron! ...and the Akron Model is our path to increasing relevance, connectivity and productivity...and our roadmap is Vision 2020, our strategic plan.  

Published Editorials:  
Role of the Catalyst, Akron Beacon Journal editorial, November 15, 2012  
In his State of the University address last week, Luis Proenza reminded that in January he will begin his 15th year as the president of the University of Akron. Fittingly, he pointed to the many accomplishments, notably, the transformation of the campus, the commuter school giving way to a university community. Most striking has been the way the university has engaged the community surrounding the campus, pushing for change in an aging industrial region in need of the new.

The university hasn’t been alone in the impetus. Consider the efforts of May Don Plusquellic and the city of Akron to drive economic activity. Then, there is the private sector, from Goodyear and FirstEnergy to the leading hospital systems to smaller companies pursuing innovation, the likes of Akron Polymer Systems. For its part, the university has become a wide-ranging partner. A short list of endeavors includes the University Park Alliance, the Austen BioInnovation Institute, the UA Research Foundation, the new Timken Engineered Surfaces Laboratory and the new STEM Research Foundation, and the Akron Public Schools.

Thirty years ago, the city’s leaders talked about spanning the tracks, linking the university with downtown and beyond. In many ways the heavy traffic in knowledge and ideas now travels both ways, the university such a critical component in the community as a whole.

What Proenza has also reminded in his talk is that the university has a first purpose—higher education. A persistent problem for the city, region and state has been the smaller share of college graduates. The thinking isn’t that everyone must get a degree. That isn’t going to happen, not with the current share of Ohioans at roughly 25 percent.
The aim is that more of us gain degrees, or some level of education and training above high school. That makes for a more talented and attractive work force, or a community better positioned for the competition of the knowledge economy.

In that way, the university has responded with its “pathways” to student success, organizing more effectively around the needs of individual students. On Tuesday, the Ohio Board of Regents unveiled the recommendations of a task force that looked closely at improving the completion rate. It builds on the solid work of the Ted Strickland era. It requires that each college or university craft its own credible plan for delivering more graduates...

...To repeat, Ohio today spends in real dollars roughly the same on higher education as it did three decades ago—all while higher education has become an even greater priority. [http://www.ohio.com/editorial/editorials/role-of-the-catalyst-1.350517](http://www.ohio.com/editorial/editorials/role-of-the-catalyst-1.350517)

Campus Publications:

**A Model for Higher Education Engagement Emerges**—Letter from Luis M. Proenza, Community Report 2011

More than a decade ago, The University of Akron proactively began to assume increasing responsibility for the economic, social and cultural vitality of the communities and constituencies it serves. We understood that our own long-term competitive advantages are inextricably tied to the health of our regional economy. Today, the reality of a “new normal” of declining state appropriations, technological changes and increasing economic pressures on students and their families is forcing many other institutions to confront a fundamental question that we addressed in 1999: “Who do we really want to be?” The University of Akron provided a definitive answer to that query more than a decade ago in our 2000 strategic plan, Charting the Course. There we stated our identity as “the University in, of, and for Akron.” We recognized in our antecedents a path forward suitable for our times as well: that through synergy and collaboration with our greater community, we can collectively leverage opportunities and overcome challenges for the benefit of our region, country and world.

Throughout the past decade, we have enhanced this University’s relevance, and connectivity to the community and region, and increased productivity. In doing so, we created a broad-based and robust platform for revitalizing the Northeast Ohio economy that has strengthened the economic vitality of our community, while also improving our own long-term institutional competitive and comparative advantages. Two primary development drivers are key to our overall strategy: the enhancement of physical, economic and social infrastructure, and the leveraging of resources through collaboration. These drivers contribute to the formation of all varieties of capital, e.g. creative, knowledge, human, social, financial and natural capital. They also reinforce the centrality of our academic mission to all of our engagement initiatives.

The University of Akron also evolved into a regional catalyst for collective impact, facilitating and promoting collaborations among the region’s civic, corporate, philanthropic and institutional players. Our first collective achievement was the University Park Alliance, and as the impact of such partnerships became evident, more initiatives followed. The University of
Akron Research Foundation. The Innovation Alliance. The Austin BioInnovation Institute in Akron. An interactive network of collaborations formed as each initiative, in pursuit of its own specific goals and objectives, contributed to the greater common good.

People beyond our region took notice of the successes here. We have been asked to share the story of this fertile, collaborative environment and its outcomes at economic and academic conferences and symposia throughout the country and abroad. As we did, the term “Akron Model” came into use to describe the economic development platform that emerged as the cumulative result of these and other initiatives.

We are committed to further refining and expanding this dynamic model to strengthen our existing relationships, and to seek beyond all borders for new partners eager to join us in inventing the future.


Other:
Relevance, Connectivity, and Productivity—Luis M. Proenza, MIT Press Journals, Spring 2010

Clearly, to sustain their economic viability, universities must demonstrate their relevance by delivering real benefits to their communities. In doing so, there are many opportunities for innovation, since universities increasingly are serving as “anchor institutions” and “foundational institutions,” whose competitive and comparative advantages are inextricably linked to the vitality and sustainability of their surrounding communities. In this regard, some universities are deploying broad and robust “tool chests” with which they create economic value. Still, there is one major gap that must be bridged: namely, finding what actually works in education. The science of education has not advanced nearly enough for educators to practice evidence-based education. This is not surprising, given the fact that educational research and development (R&D) is an infinitesimally small fraction of educational expenditures. Yet, if universities are to further their relevance, they must demonstrate the effectiveness of education itself...

...Relevance is expressed when universities connect and engage with partners without institutional, sector, disciplinary, or geographical constraints. When governments reduce financial support, such connectivity becomes a necessary innovation strategy because universities are forced to generate new revenues from whatever other sources they can. Thus, universities now are being called upon to explore innovative partnerships and to create campus cultures congruent with new realities that require close and deep collaboration with other public- and private-sector organizations. They must also express a willingness to experiment with new models and new alliances. As universities work increasingly with new kinds of partners, core academic processes are challenged, and speed and adaptability must be integrated into the academic culture. Connectivity of this sort can be understood in the context of an “innovation ecosystem” and two of its components: the R&D marketplace and the supply chain of human talent.

http://www.mitpressjournals.org/doi/pdf/10.1162/nov_a_00007
Institutional Identity and Culture

1a. Does the campus have an institution-wide definition of community engagement (or of other related terminology, e.g., civic engagement, public engagement, public service, etc.)? Yes

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

The introductory paragraph to The University of Akron’s Report to the Community 2013 (“UniverCity: Our Community. Our Priority.” http://www.uakron.edu/CommunityReport2013 ) provides a structural framework for the core commitment by the University to community engagement: “We are the University in, of and for Akron.” Throughout its history—stretching back to its founding in 1870—The University of Akron (UA) has seen its role as one of partnership with Akron and its surrounding communities in Northeast Ohio, dedicated to advancing the common good for the people of the region.

In keeping with that fundamental approach, the University has developed the nationally-recognized Akron Model (http://www.uakron.edu/akronmodel/) as a way to engage the entire community in productive partnerships. With the principles of relevance, connectivity and productivity as a foundation, the University works closely with major institutions throughout the region—as well as with hundreds of local organizations and groups—to spark economic and community development progress and strengthen the interconnectedness of the university with the communities it serves.

The university’s community engagement webpage (http://www.uakron.edu/engagement/ ) describes UA’s approach: “Since UA’s founding in 1870, the University has committed to be in partnership with our sponsoring community, region and beyond as part of our mission of teaching, learning, scholarship and service. The University has pursued a reciprocal atmosphere of engagement that brings together intellectual, cultural, economic, social, political and physical interests for a common purpose while transforming people and institutions for the better.”

Service to and partnership with the groups and organizations that seek to improve the lives of area residents is of vital importance to the goals the University has established for the success of its students. The University’s strategic plan, “Vision 2020” (http://www.uakron.edu/vision2020/ ) places a fundamental emphasis on this element: “Our students shall have a sense of place and an acknowledged responsibility for contributing to human wellbeing. Deeply embedded in The Akron Experience, students will merge campus and classroom learning with community involvement. Students and faculty will be engaged in their surroundings through community service and culturally diverse experiences.”
1b. How is community engagement currently specified as a priority in the institution’s mission, vision statement, strategic plan, and accreditation/reaffirmation documents? Provide excerpts from the relevant documents and a web link to the full document if it exists.

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<th>Document Excerpt</th>
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<td>The University of Akron Mission Statement, officially approved by the university’s Board of Trustees: “The University of Akron, a publicly assisted metropolitan institution, strives to develop enlightened members of society. It offers comprehensive programs of instruction from associate through doctoral levels; pursues a vigorous agenda of research in the arts, sciences, and professions; and PROVIDES SERVICE TO THE COMMUNITY. The university pursues excellence in undergraduate education and distinction in selected areas of graduate instruction, inquiry, and creative activity.</td>
<td><a href="http://www.uakron.edu/ogc/UniversityRules/pdf/20-01.pdf">http://www.uakron.edu/ogc/UniversityRules/pdf/20-01.pdf</a></td>
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<td>“Vision 2020: The University of Akron Strategic Plan” In 2012, the University of Akron Board of Trustees unanimously supported a new strategic plan called Vision 2020. Developed as a result of eighteen months of campus- and community-wide involvement and discussion, the plan prominently features the community engagement role of the university, both on an institutional basis and in the centrality of that involvement to help determine the success of each student. Some key components include: “We will facilitate innovative collaborations and partnerships across educational, industrial, community and government entities that can generate collective impact.” “EVERY STUDENT WILL UNDERSTAND AND DEMONSTRATE CREATIVE PROBLEM SOLVING,</td>
<td><a href="http://www.uakron.edu/vision2020/">http://www.uakron.edu/vision2020/</a></td>
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ENTREPRENEURSHIP, AND ENGAGEMENT IN COMMUNITY. “Our students shall have a sense of place and an acknowledged responsibility for contributing to human wellbeing. Deeply embedded in The Akron Experience, students will merge campus and classroom learning with community involvement. STUDENTS AND FACULTY WILL BE ENGAGED IN THEIR SURROUNDINGS THROUGH COMMUNITY SERVICE AND CULTURALLY DIVERSE EXPERIENCES.”

| Higher Learning Commission Self-Study Following submission of its Self-Study report to the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools in December 2012 and the subsequent HLC site visit, The University of Akron received its Reaffirmation of Accreditation. Contained within the Self-Study Report are numerous references to and examples of the university’s community engagement commitment: |
| http://www.uakron.edu/hlc/ |

“Vision 2020 reflects the University’s commitment to the principles of relevance (delivering tangible benefits to the campus and community), CONNECTIVITY (ACHIEVING GREATER IMPACT THROUGH PARTNERSHIPS, COLLABORATIONS AND COLLECTIVE INITIATIVES), and productivity (adding value to the regional ecosystem with the University as an active agent of opportunity, innovation and change).”

“Vision 2020 articulates the University’s priority of ensuring student success. ... Students will be given more opportunities to understand and demonstrate creative problem solving,
become involved in entrepreneurship and LEARN WHAT IT MEANS TO SERVE THE COMMUNITY.” P. 9 (emphasis added)
“OUR STUDENTS SHALL HAVE A SENSE OF PLACE AND AN ACKNOWLEDGED RESPONSIBILITY FOR CONTRIBUTING TO HUMAN WELLBEING. Deeply embedded in The Akron Experience, students will merge campus and classroom learning with community involvement. Students and faculty will be engaged in their surroundings through community service and culturally diverse experiences.” P. 15 (emphasis added)
“ANOTHER GOAL OF THE UNIVERSITY IS TO LINK STUDENTS, FACULTY AND COMMUNITIES FOR THE PURPOSE OF SERVING THE PUBLIC GOOD. Collaborations between students and the community through centers, institutes and student organizations/associations have a twofold result: students practice and apply what they have learned in the classroom/laboratories, and the outside community benefits from the latest techniques and faculty expertise.” (emphasis added)

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

When the last report was submitted in 2008, The University of Akron was relying on AmeriCorps-VISTA volunteers to staff an office whose sole mission was to increase student awareness on campus of what could occur with a Service Learning focus. Faculty from other institutions with a strong tradition of service learning supported the effort to bring individuals on campus who could grow this form of curricular engagement. Since the last report, UA has strengthened its approach and support, as evidenced by the number of individuals hired to oversee various facets of civic engagement and the growth in community partnerships:

1. The Associate Director of the Institute for Teaching and Learning, who has responsibility for service learning, was hired in 2009. The Associate Director has grown the program
since she was hired so that in 2012-13, 85 faculty reported that the 389 course sections they taught (in which 7,876 students were enrolled), incorporated service learning as a curricular pedagogy. Each semester the Associate Director works with about 10-13 faculty new to the program, identifying community partners with which they can work, and helping them feel comfortable using this form of teaching. One graduate student and various graduate interns assist her with the service learning program.

2. The Coordinator of Civic Engagement was hired by the Department of Student Life in 2011. The Coordinator works with students who perform service within the greater Akron community throughout the year, as well as with those who participate in Alternative Spring Break in projects around the U.S. and beyond. One graduate student and a student-assistant assist her with the various civic engagement programs. During the 2012-13 academic year, the students with whom the Coordinator worked performed more than 5,551 hours of service to UA’s community.

3. An employee was promoted to the position of Director of Off-Campus Student Services (OCSS) within the Department of Student Life in March, 2010. OCSS includes a full-time Assistant Director who previously reported to Student Life, and an Assistant Director to allow for program expansion focused on programming and community outreach. In April, 2012 another Assistant Director, who works about 40% of the time on community and landlord engagement, was also added to the OCSS team. One assistant director supervises eight Community Ambassadors who work during the academic year to assist in off-campus programs, community meetings, and reporting neighborhood nuisances and code issues. About 6,000 students live in the 50-block area around the campus, known as University Park, and the downtown corridor; 60.1% of UA students (17,305) commute to campus.

These three administrators are in addition to various administrators within the Division of Student Life and within the degree-granting colleges who work on aspects of curricular engagement, including those in the School of Law, the College of Education, the College of Business Administration, the College of Health Professions, etc.

3. Specify changes in executive leadership since classification and the implications for community engagement:

In 2010, The University of Akron welcomed a new Senior Vice President & Provost and COO, and in 2012 a new Vice President for Strategic Engagement, who has since assumed the title of Executive Vice President for Student Success. The Associate Director of ITL, as well as the individuals within the degree-granting colleges, report through the Provost in the Office of Academic Affairs. A number of deans who were in place at the time of the last report have been replaced, some with interim deans, due to retirements and restructuring of the colleges. The Interim Deans of the School of Law and the College of Health Professions will retire in June; searches are underway for new deans for these academic units.
Many of the First-Year Experience and Student Success initiatives that include community engagement were reorganized from 2010-13 and now report to the Executive Vice President for Student Success.

The former Vice President for Student Engagement & Success, resigned from his position in September, 2012. The Coordinator of Civic Engagement reports through the Associate Vice President and Dean of Students. The Director of Off-Campus Student Services reports through Associate Vice President for Student Affairs and Chief Housing Officer (CHO). Both the Associate Vice President/Dean of Students and the Associate Vice President for Student Affairs & CHO report to the Vice President for Strategic Partnerships and Chief of Staff who manages the University’s existing partnerships and evaluates new opportunities with community and civic organizations, foundations, and other entities.

The University of Akron President has announced that he is completing his Presidency in June, 2014; currently, the Board of Trustees is conducting a national search for the University’s next president. It is anticipated by the time that this report is submitted, that progress will be made on determining the next president.

Since the position of Vice President for Strategic Partnerships and Chief of Staff was created, this executive leader has been working to chronicle and categorize the University’s major partnerships, including those focused solely on community engagement and as well as those focused more on economic development. Through this office, plans are being established to assess the return on investment for all partnerships and to determine what additional UA intervention/participation may be necessary for the growth of individual partnerships.

**Institutional Commitment**

**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 reclassification, 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.

In 2008, the Associate Vice President for Strategic Engagement reported to the Senior Vice President and Provost. Three new positions which have major responsibilities for supporting and advancing community engagement, (the Associate Director of the Institute for Teaching & Learning, the Coordinator of Civic Engagement, and the Director of Off-Campus Student Services), have been created, resulting in a multi-pronged approach for engaging with the community. The Associate Director of the ITL reports to the Office of Academic Affairs, while the other individuals report to the Vice President for Strategic Partnerships & Chief of Staff.

The Engagement Council, which had played a central role in the creation of the last report, transitioned into a decentralized model at the direction of the Senior Vice President and
Provost. This transition ensured that each college would have individual responsibility for engagement work; as a result, faculty leadership within each college has aligned outreach activities more closely with college-specific priorities. Individual colleges have taken different approaches to supporting community engagement; some have hired individuals to lead this work, while others have changed the responsibilities of administrators so that this has been added to their dossiers. For example, the College of Health Professions hired an individual to establish new relationships and foster the growth of existing relationships with healthcare providers, community and educational organizations to support healthcare workforce development, college access/pipeline programming and career progression for current CHP students, incumbent workers, and prospective students. This creation of a position has resulted in the development of a strategic plan for the college which includes a strong focus on diversity and inclusiveness. Resulting initiatives include becoming involved in programs such as College Now of Greater Cleveland.

As noted, the University recently created a new leadership position to highlight its continued commitment to partnerships and community engagement, the Vice President for Strategic Partnerships (VPSP). The VPSP has been working to organize University-wide relationships with international, national, state, regional organizations for intentional realignment, reallocation, and leveraging of resources. Additionally, an individual will have responsibility for the communication and coordination functions within the Office of the Vice President for Strategic Partnerships.

Traditionally, funding for community relations and engagement has been supported through the Office of the President and the Office of Academic Affairs. Through the creation of this new VP position and with the Assistant to the Vice President of Student Affairs committing coordination and support, funds from the President’s Office and the Office of Academic Affairs will be intentionally aligned to support partnerships and engagement efforts.

http://www.uakron.edu/partnerships
http://www.uakron.edu/itl/sl/
http://www.uakron.edu/studentlife/serve/
https://www.uakron.edu/offcampus/programs/index.dot

2a. As evidence provided for your earlier classification, you provided a description of the campus-wide coordinating infrastructure (center, office, et.) 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.

More than $24 million was allocated during the 2012-13 year through grants and gifts received and dedicated to supporting institutional engagement with the community. At the time of the last report, the University Park Alliance (UPA) was a program of The University of Akron, and a significant part of UPA’s mission was to support institutional engagement with the community. The budget for UPA, in addition to grants received by UPA, plus a fraction of staffing and
operating budgets for various offices across campus was reported in the last report as $7.8 million. As best can be determined at this time, that figure included items that in this report are captured in the responses to 2b, and 2c.

During the 2007-08 academic year, service learning was supported through the work of an AmeriCorps-VISTA service member awarded to the Dean of University College from Ohio Campus Compact. UA support for the VISTA included an apartment in a UA Residence Complex, a meal plan, a parking permit, a pass to the Student Recreation and Wellness Center, and the tuition costs for one 3-credit graduate class each term. This UA financial commitment amounted to over $16,000 and included access to a fully-equipped UA office with a computer, phone, and supplies. At the time of the last report, the University’s VISTA staff member had primary responsibility for supporting “Make a Difference Day,” and organizing Alternative Spring Break trips, etc.

Realizing that UA needed to make a sincere commitment to community engagement, University of Akron administrators hired the three individuals detailed in question B.2 and created budgetary allocations to support the work of each area. The budgets allocated to the Associate Director of the ITL, the Coordinator of Civic Engagement, and the Director of Off-Campus Student Services in 2012-13 was $339,509. This figure included salaries, benefits, operating budgets, and the cost of hiring graduate assistants.

2b. 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.

There have been some changes at The University of Akron with regards to external budgetary allocations from 2008 to 2014. The University Park Alliance was, at the time of the last report, a thriving program of the University of Akron. A large grant from the John S. and James L. Knight Foundation supported the growth of the UPA at that time. In 2010, UPA established itself as an independent nonprofit organization and is housed in a building adjacent to the campus. As it has developed into its own entity, grants to UPA are no longer factored as part of UA’s institutional engagement with the community.

Since the last report, The University of Akron has received a total of $4.6 million from the Department of Education for two Upward Bound Programs: Upward Bound College Prep Program, for which the University received $1.8 million, and the Upward Bound Math Science Program, for which the University received $2.8 million. During the last fiscal year, UA received $720,000 for these TRIO programs.

The University also received grant funding of $13.9 million for the Reading First and Literacy Educator Training Programs since 2008. The Center for Literacy provided professional development in the basics of reading instruction for Akron Public School teachers; in addition, programs to help teachers integrate technology and use iPads in their teaching were provided.
The Center worked directly with Head Start classrooms in Akron to provide language and literacy skills to young children for later reading success, among other projects.

The development of the degree program focusing on corrosion engineering has accelerated since the last report. Fifty students are admitted to the program each year; currently 200 students are enrolled in the program. Since 2008, UA has received $40.6 million from the Department of Defense for Education & Research on Corrosion and Materials Performance, supporting research, education and training. During the last fiscal year alone, the University received $15.5 million for the National Center.

The National Polymer Innovation Center received $2 million since the last report; $1 million came from the U.S. Department of Energy, and an additional $1 million came from the Austen BioInnovation Institute in Akron.

Since 2008, The University of Akron received $7.3 million from the Ohio Board of Regents to fund the Choose Ohio First Scholarship Program which identifies and supports students interested in STEM disciplines. During the past fiscal year, UA received $2.1 million for this important program.

2c. 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.

University development officers work with college and administrative units to secure funding to support community engagement activities. Occasionally, development officers suggest options to potential donors, while at other times donors direct donations to specific programs. Although the numbers of development officers employed by UA has decreased since the last report, acquisition of funding for community engagement activities has remained strong as the University has adapted to provide more with less.

During the 2012-13 fiscal year, $6.46 million was raised for Community Outreach activities. Some large grants included: $1.2 million from The Kellogg Foundation to the School of Nursing for Pediatric Dental Care; $1 million in federal funds for the College of Health Professions for tele-health training for audiology and speech therapy students; $1 million from the Ohio Board of Regents to the College of Engineering to match salary money for companies hiring co-op students for the first time; $1 million from FirstEnergy for the Austen Biomedical Institute of Akron community health organization; $615,000 from the John S. and James L Knight Foundation, the GAR Foundation, the Walmart Foundation and other sources for programs and scholarships to support the Black Male Summit and African-American male students’ college graduation; $520,000 from the Folk Foundation and a donor for students’ international travel to the Venice Biennale and other locations; $500,000 from FirstEnergy to expand the soccer stadium for greater community access; $250,000 from the J M Smucker Company for social practicum experiences for Leadership Institute students (College of Business
Some generated funds are restricted for use in the Greater Akron community. Representative examples include: $41,000 from the Martha Holden Jennings Foundation to the Center for Literacy for Summer Reading Readiness programs; $30,000 from the JP Morgan Chase Foundation to provide local anti-bullying mentors; $45,000 from the Goodyear Tire and Rubber Company for the Engineering Career Day (2,000 high school participants); $25,000 from Alcoa for the Engineering program for 7th-12th graders entitled “Inquire, Innovate, Invent”; $25,000 from the Kulas Foundation to the College of Arts & Sciences for a concert series attended by many community members; $20,000 each from Lockheed Martin, Welty Construction, PPG, and Timken Companies for the Engineering STEM summer camps for 6th-12th graders; $20,000 from various sources to the Colleges of Engineering and Education for the First LEGO League for middle-school students; $15,000 from various donors to the School of Law to support student work with disadvantaged populations through the Summit and Portage County prosecutor’s offices; $7,500 from various sponsors for the Collage Concert, a daytime concert for area high school students; $5,000 from various individuals for students to participate in Alternative Spring Break experiences in states throughout the South.

In addition, $2,500 - $5,000 is raised at each home basketball game to help support causes such as Pancreatic Cancer Research, Muscular Dystrophy, Multiple Sclerosis, and Coaches vs. Cancer.

2d. 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.

The University of Akron invested more than $12 million of its financial resources, about 3.1% of the $388 million General Fund budget, in the community in numerous ways in order to encourage community engagement and community development. UA provided $1.06 million for Medina County University Center and the Lakewood Center to share their facilities and technology support for community organizations. MCUC and Lakewood assist Leadership Medina County, Medina County Education Service Center, Feeding Medina County, the U.S. Army, Start-Up Lakewood, Lakewood City Schools, Beck Center, and Lakewood Alumni Association.

UA Distance Learning Classrooms allow teaching beyond the walls of the classroom, connecting to resources outside the University including the Cleveland Clinic, the Smithsonian Institute, State of Ohio government offices, NASA, 2-year colleges and other universities in Ohio, and Henan University (China). Last year, Distance Learning Services provided technical support and equipment for DL high school partners in Summit and Medina counties. Labor costs of $4,600 for technicians were provided to support eight DL classrooms in surrounding counties. Materials and equipment provided to nine DL classrooms in Summit and Medina counties equates to $3,600, and 26 gently-used PC computers were donated to ensure a secure onsite
course testing environment. Donated computers were loaded with recording software and new web cameras before being delivered to nine high schools enrolled in DL PSEO classes taught by UA; the cost for this was $3,200. The $11,400 investment in DL capabilities has had a profound impact on community engagement and community development.

The Clinic for Individual and Family Counseling provides high-quality, low-cost mental health services to the Greater Akron area. Counseling services are provided to individuals of all ages, couples, families and groups. University funds for community development amounted to $64,000 during the 2012-13 period.

Since 1982, UA’s Nursing Center for Community Health (NCCH), often referred to as a nurse-managed health clinic or NMHC, has been operated by advanced practice nurses and clinical nurse specialists. The NCCH staff has the expertise to diagnose illness and prescribe medication, make referrals to specialists, provide pre-and post-natal care, and offer a wide variety of other primary health care services. The NMHC nurse practitioner sees patients almost twice as often as other providers; their patients are hospitalized 30% less frequently and use the emergency room 15% less often than those of other health care providers. Annually, the NCCH covers upward of $8.5 million in uninsured care through approximately 7,000 patient visits to sites around Summit County provided by UA.

The University of Akron Research Foundation devoted $2.42 million in 2012-13 to community development. $792,619 was expended in research support related to start-up companies, and support of grants to community entities. Professors provided $1,023,990 in services to outside corporations for technical testing; costs for the operation of three buildings owned by UARF, that support local tenants and UA/UARF start-ups totalled $508,869.

http://www.uakron.edu/uarf/index.dot
http://www.uakron.edu/engagement/medina-and-lakewood.dot

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.

The Associate Director of ITL leads UA efforts to respond to outside surveys about curricular engagement, such as the national Campus Compact Survey. To compile data for the Campus Compact survey, ITL gathers data from various campus offices that work with and track the curricular and co-curricular engagement efforts of students completing class projects, student athletes, student organizations, Greek Life, Residence Life, and others.
Data are gathered once per year, often in December, to respond to outside requests for documentation. For example, when UA is applying for the President's Higher Education Community Service Honor Roll (from the Center for National and Community Service), the Office of Academic Affairs will assign an administrator and a staff person to gather data needed to complete the application. Usually those assigned to complete the application work with the Associate Director of ITL for help compiling the actual count. Until recently, the UA Engagement Council conducted yearly surveys of various types of engagement. An Engagement Council Best Practices team annually identified examples of outstanding engagement and created a centralized database to maintain this information.

As all outreach/engagement efforts have grown at UA in the past few years, it follows that the biggest change from the last classification would be an increase in the numbers submitted by UA. Numerous departments and disciplines maintain meticulous tracking mechanisms required for accreditations or certifications. For example, the School of Social Work is fully accredited by the Council on Social Work Education (CSWE). CSWE requires a rigorous ongoing assessment of all programs, including data collection from course work, field education evaluations, self-assessments, exit interviews, alumni surveys, and employer surveys.

The School of Nursing is fully accredited by the Commission on Collegiate Nursing Education (CCNE) and maintains continuous and rigorous assessment of aspects of the curriculum and outcomes related to retention, graduation, licensure and certification pass rates including graduation, employment, alumni and employee surveys. Students at all levels are engaged through curriculum in community initiatives to improve health.

UA’s Comprehensive Self-Study for The Higher Learning Commission Reaffirmation of Accreditation Process, which was submitted December 20, 2012, further illustrates the University’s approach to gathering data: “Beyond reporting and tracking required of individual disciplines, UA believes that measurement of success includes improved job placement/graduate school rates, retention, persistence, graduation rates, student satisfaction and engagement scores, increased diversity and participation of students in global programs and service-earning experiences.”

Although numerous localized systems exist throughout the University, the campus would benefit from a formally centralized system or process or group that is responsible for collecting data consistently across campus.

https://www.uakron.edu/nursing/
http://www.uakron.edu/provost/accreditation.dot

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.
Data used to measure and assess the impact of institutional curricular and co-curricular engagement are gathered by the Associate Director of ITL from various sources around campus. These sources include the School of Law, various offices in the Division of Student Affairs (Greek Life, Civic Engagement), and the Office of Student-Athlete Academic Services. The data are compiled in a central location and analyzed to ensure they fit appropriate parameters and standards. This analysis is conducted once annually, usually in December for the previous academic year. Compilations are used for reports to funders as well as to Campus Compact for their annual survey. Additionally, as UA has received a number of different grants funded by the Corporation for National and Community Service (CNCS), UA has been submitting reports through the Learn and Serve America Programs and Performance Reporting System, also referred to as the Learn and Serve Systems and Information Exchange (LASSIE). The LASSIE system collects annual program data from organizations that receive grants or sub-grants through the Learn and Serve America program. Data collected through the system is used for grants management and annual reporting requirements. http://www.nationalservice.gov/

Several different research projects have been designed and undertaken to examine the impact of curricular engagement on students. In 2010, a survey of first-year students was designed and instituted to examine the impact of participation in learning communities and participation in service learning. Factors that were examined include retention, GPA, understanding of academic concepts, and feelings of belonging or connectedness. In 2013, a similar study examined data to compare the retention of students who participated in service learning classes in 2010 and 2011 to students who had not participated.

The Akron Model measures success by the increase in partnerships that result in greater revenue through funded research, knowledge transfer, and patent approval. In other areas, additional data has been collected through the Career Center, the Alumni Association, the Center for Continuing Education/Workforce Development, now known as UA Business Solutions, and various departments responsible for managing their own internship and co-op experiences. http://www.uakron.edu/engineering/academics/undergraduate/cooperative-education/

Although a number of measurement and assessment mechanisms are in place, additional institutionalization of these systems would make the process more straightforward, simple, and over-arching. It is possible that some forms of engagement and or relationships have not been included in this process, merely because they have been inadvertently overlooked.

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?

In 2013, after receiving the report from the Higher Learning Commission (HLC), UA focused greater attention on campus-wide assessment and measurement. The campus will have a focused visit on Assessment and Governance by HLC within five years. Because a number of the colleges have discipline-specific accrediting bodies, i.e., AACSB or ABET, faculty in those
academic programs have experience providing learning objectives and tools to measure students’ learning. A targeted effort was focused on degree programs in Buchtel College of Arts & Sciences (CAS) to learn what assessment was already in place, which programs had learning objectives, and what materials were being collected to document student learning. After a semester of working on programs in CAS, a University-wide assessment committee was convened. Materials are being collected during the 2013-14 academic year and into the future. This assessment information will be used by departments, schools, and colleges to inform decisions made in the curriculum process.

The University of Akron has used assessment information to document needed changes to courses and to the curriculum in specific majors; some examples are listed below.

Assessment data, including data from alumni and employers, assisted faculty in the College of Business Administration with realigning their curriculum with specific learning goals for the BS in Business Administration as well as for the MBA program. CBA Advisory Boards and employers of CBA graduates indicated the need for additional skills and knowledge that are highly relevant in the current and future environment of business and society. The process, which began in Fall 2009, resulted in the most significant changes in the Integrated Core Curriculum and the MBA degree program in over 20 years; these changes went into effect in the Fall 2011 semester.

The College of Engineering had their ABET, Inc. accreditation visit in Fall 2013. In preparing for the visit, faculty and administrators looked at both student outcomes as prescribed by ABET, Inc., as well as the program educational objectives for new engineers a few years after graduation. Using rubrics for the assessment, faculty determined what changes could be warranted in required course work or in other areas (e.g. change in a particular software used). Various constituencies (e.g. firms that hire UA graduates, the college faculty, alumni of the program, industrial advisory boards, etc.) are involved in this process to provide feedback to those programs in a continuous improvement cycle. With this feedback loop, UA engineering programs have been able to graduate engineers who are capable of performing well not only in their first position, but throughout their careers.

Information from the curricular engagement survey is used to identify various pedagogies that are being utilized across campus, and how the Institute for Teaching and Learning can support faculty using them for classes. Systems are in place to expand current assessment of service learning practices to more concretely measure the impact of the program.

**Impact on students**

d. **Describe one key finding from current data and indicate how you arrived at this finding:**
UA current data reveals that the number of service learning classes has increased by 300% since the time of the last report. In 2007-2008, the University reported 97 service-learning classes; the number now stands at 389. This substantial increase positively impacts students by increasing the breadth of classes that offer a service learning experience, as well as increasing
the likelihood that all students have the opportunity to participate in a service learning class during their time at The University of Akron.

Service learning classes are found at all levels of instruction, from preparatory classes in Summit College, UA’s community college in Akron, to graduate-level classes and classes in the School of Law. The actual as well as the intended impacts on students vary along with course level. For example, service learning is used in some first-year seminars to enhance learning as well as create feelings of belonging and to improve retention. Yet, in upper level courses, service learning provides higher level outcomes, including advanced application of skills, leadership development, and professional relationship building.

Students are reacting to the expanded use of service learning in positive ways. One student, an Interdisciplinary Anthropology major, said of his service-learning experience, “I have never had a more rewarding experience in college and doubt that anything will surpass it.” A female student in a Group Decision Making class learned “…group skills, time management, organizational skills and lessons for a lifetime. I learned that nothing in life comes easy, you have to work for what you want and work to be better in the future.” A Communication major said that he realizes that the lessons of service learning extend beyond the classroom – “I believe giving back to the community and making a case for those who are less fortunate than ourselves is a great life lesson.”

In the College of Health Professions, most students are exposed to service learning in at least one class while in their programs. For example, students in some community nursing classes operate “pre-nursing” clubs at local elementary schools. Other community nursing classes work with local low-income pre-school programs. Through these experiences, UA nursing students gain exposure to children from various socio-economic and ethnic backgrounds thus gaining valuable experience and insight into how to deal with and respond to people from diverse backgrounds.

To improve retention rates of female students in the UA College of Engineering, the Women in Engineering program has developed a strong relationship with RePlay for Kids, a local nonprofit that creates and repairs adaptive-use toys for children with limited cognition or mobility. Each semester, engineering students learn about switches and circuits as they work on the RePlay toys, thereby engaging UA students in hands-on, introductory engineering exploration.

In the past few years, a number of classes in the UA School of Law have adopted service learning. Students in Animal Law, Family Law, Law and Leadership, and other classes have gained real-life experience as well as interaction with community members.

**Impact on faculty**

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

With UA’s expanded promotion of and support for the use of curricular/community engagement and specifically service learning, there has been a tremendous increase in the
number of interdisciplinary/interprofessional partnerships between and among University faculty. Through the Akron Model, as referenced in Part III, 1, programs such as the National Polymer Innovation Center have facilitated work between UA faculty members and students with research partners from industry and national laboratories.

Faculty members from various disciplines have developed partnerships with the Akron Metropolitan Housing Authority to provide wellness services to residents. One project, EdgeConnect, promotes meaningful and purposeful student, faculty, and community-member interactions. UA faculty and students in nursing, nutrition, social work, and sports science and wellness education collaborate to plan, deliver, and evaluate health and wellness programming for individuals in low-income/low-resource communities. Surveyed residents recognized the need for behavioral health, diet, and lifestyle changes but reported being unsure how to make and maintain healthy changes. In response, UA students designed and presented sessions focused on food selection and preparation, stretching for stress relief, and exercises for residents with limited mobility. Facilitated conversations with AMHA residents explored challenges and barriers to changing and sustaining a healthy lifestyle.

This example of collaboration benefited faculty, students, AMHA residents and thereby the Greater Akron community. Students participating in the program honed presentation and interaction skills; developed the critical thinking necessary to design and present culturally-relevant material; and, built interpersonal and inter-professional relationships. All of these skills will help ensure future professional success and increased effectiveness. Feedback from community participants is being used to improve future programming and implementation, and the inclusion of community liaisons will facilitate more successful team approaches. All participants acknowledge the unique synergy occurring between and among program participants. UA faculty, who cross disciplinary lines to facilitate this student-led experience, have reported that it leads to enhanced collaborations in other areas as well. As a result of projects such as EdgeConnect, faculty have built relationships with colleagues from other disciplines, have co-presented at national conferences, and have co-authored publications. Additional outcomes include the development of two courses by faculty focused on inter-professional competencies in the undergraduate curriculum, “Introduction to the Health Professions” for all incoming freshmen in the CHP and “Introduction to Inter-professional Health Research and Evidenced Based Practice.”

Another example of unique interdisciplinary relationship building occurred when the Institute for Teaching and Learning gathered a team of faculty to develop a grant proposal for the USDA. The focus of the grant was to increase the diversity of students in the nutrition/dietetics field. The proposal created a replicable model of an interdisciplinary Faculty Learning Community to nurture relationships between Nutrition/Dietetics and Spanish faculty members with the idea that future nutritionists with knowledge of Spanish could better serve the increased Hispanic population and its unique health issues. Although the UA team was not selected to receive the grant, the association between faculty in Nutrition and Spanish disciplines helped foster understanding and applicability of cultural competence through theory and practice.
Impact on community

f. Describe one key finding from current data and indicate how you arrived at this finding:
The University of Akron’s critical leadership role in the life of the community is increasingly acknowledged by numerous civic leaders, including the Mayor of Akron, the Summit County Executive, the Greater Akron Chamber of Commerce and many others throughout the region. Indeed, a recent analysis characterizes The University of Akron as being in the “forefront” (along with healthcare institutions) of Akron’s economic restructuring and playing a central role in the collaborative relationships that govern Akron. (“Growth and Change” Vol. 43 No. 1 -- March 2012).

The University’s partnership with Akron Public Schools (APS) helps illustrate one of the creative approaches the University is taking to address some of the major challenges facing the community. In a novel initiative, UA and APS created the Innovation Generation Scholarship, which offers qualified APS seniors the opportunity to earn a college degree tuition free, if they maintain a minimum 3.0 gpa for four years. Designed to foster Akron’s next generation of innovators, the scholarship recognizes and rewards the hard work of motivated high school graduates. The goal is to create and expand a diverse Akron talent pool with a scholarship program based on academic preparation, performance, and service to the community.

The creation of the new science, technology, engineering and mathematics (STEM) middle school and high school, in partnership with the Akron Public Schools, along with Akron Early College High School, provide a pipeline for promising young students to pursue higher education and successful careers. The National Inventors Hall of Fame (NIHF) STEM School for grades 5-8 opened in 2009, and the STEM High School was formally dedicated in September 2012. UA administrators and faculty, including those from the College of Education, have played a vital role in both schools; they have contributed their expertise to advisory councils, curriculum development, technology application, grant writing, and research.

In addition, UA continues to help shape the Greater Akron area by providing cultural opportunities and much-needed community services, and by working with neighbors to revitalize neighborhoods and create opportunities for positive engagement with communities adjacent to and beyond UA campus borders. Together with the University Park Alliance (UPA), the Off-Campus Student Services (OCSS) staff is creating safer and more livable off-campus neighborhoods with permeable boundaries that enhance interconnectedness with the community. OCSS leads the Leggett Area Block Club and has developed regular engagement with a network of neighborhood representatives from the faith-based organizations, nonprofits, and representatives from the UPA Business Association. The network connects the Leggett Area Block Club with others in University Park for coordinated discussion to address common issues, especially in areas where UA students and staff live. The OCSS staff served on the network leadership team that helped prioritize issues, and recruit residents, UA staff, landlords, and student leaders, who comprised the 300 participants at the UPA Neighborhood Summit in June, 2012.
**Impact on institution**

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

Strengthening RELATIONSHIPS between the University and the local nonprofit community has had a very positive impact on the institution. For years, perceptions from the outside looking in described the University as a typical “ivory tower” that was large, unapproachable, and not overly receptive to interacting with the local community. In recent years, as UA students work in the community to solve real-life issues through service learning projects, the perception of the University has been enhanced. In addition, nonprofit personnel spend time with students discussing potential careers at the organization as well as the skills that are sought by future employers. Students also build relationships with their peers as they work together in teams to address community needs.

Since the creation of a formal professional office dedicated to service learning, UA has continued to demonstrate its commitment to community engaged learning. In the four years since the position was institutionalized, formal relationships with more than 100 local nonprofits have been developed. Although some service learning partnerships had existed prior to this, local nonprofit community members, including funders, have come to understand that relationships with the University can be more streamlined; this has fostered an expansion in the number of UA’s community partners.

By playing an active role in developing future graduates who understand and care for their community, the University enhances its REPUTATION for collaboration and cooperation. In addition, students have unique opportunities to develop awareness of community issues and explore what is happening around them.

The model of service learning as a capacity builder for local nonprofits is very attractive to funders. Local foundations often refer nonprofits to the UA service learning program when they are not able to accommodate funding requests. In turn, the foundations are more willing to help support the service learning program as they see the opportunity to expand resources exponentially through applying the skills and knowledge of University students—thus providing REVENUE. This model works as an excellent example of how town/gown collaboration can benefit all parties involved.

The UA Pay it Forward (PIF) student-led philanthropy program demonstrates the sustainability of this model by receiving funding for its fourth year. Since January 2010, 1,003 UA students in 46 different PIF classes have donated their time and talents and have distributed almost $50,000, building capacity for 48 different community organizations.

Enhanced learning for students, in addition to capacity building for local nonprofit organizations, is fundamental to The University of Akron’s service learning program. This approach has had a significant impact on the University by fostering RELATIONSHIPS, enhancing
the institution’s REPUTATION in the local community, and helping to generate REVENUE for the program itself.

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?

Since the position of Associate Director was added to UA’s Institute for Teaching and Learning in 2009 to oversee service learning, a more focused approach to faculty development has been employed. In addition to various workshops, ITL has developed Faculty Learning Communities to bridge interdisciplinary gaps. ITL has also instituted sessions on community engagement and service learning in its New Faculty Orientation, which it offers at the beginning of every Fall semester. Finally, the University has also expanded its work with Ohio Campus Compact in order to strengthen community relationships and better serve the UA faculty.

The ITL hosts numerous workshops each year to aid faculty in 1) adapting courses to include community engagement, 2) building relationships with community partners, and 3) exploring various avenues that service learning and community engagement may take. Each session can serve over 20 faculty members and often is a fertile discussion ground. One-on-one sessions are also common as is time spent building interdisciplinary/inter-professional teams to work together on community issues.

Faculty Learning Communities (FLC) have been developed to create teams around common themes or areas of interest and to encourage faculty to work together to expand their teaching methodologies. FLC themes included service learning in STEM fields, new faculty – focus on High Impact Practices, Mentoring Undergraduate researchers, and Assessment. The FLCs are encouraged to meet once a month throughout the school year and have been a welcome addition by participants.

At New Faculty Orientation each August, the Associate Director of ITL is now given the opportunity to educate the incoming faculty not only about UA’s approach to service learning, but also how community engagement supports student development, expands awareness of civic responsibility and drives economic development and community revitalization. This information session often develops into one-on-one meetings with members of the new faculty and, later, into new service learning courses.

The University’s relationship with Ohio Campus Compact has intensified as the Associate Director of ITL was invited to serve on a statewide advisory board to help shape OCC’s interaction with like-minded institutions around the state. UA has been well represented at numerous events in the community, as the Associate Director of ITL speaks to approximately 2
to 3 different community organizations or civic groups per month to help participants recognize the value of engaging with UA students. These strengthened relationships allow UA’s faculty to develop and implement various forms of community engagement with greater ease, thereby ensuring that community engagement is sustained and continues to expand.

In addition, the Akron Global Polymer Academy includes the Akron Polymer Training Center, the workforce development arm of the College of Polymer Science and Polymer Engineering. It provides workforce development and training to the polymer industry worldwide. APTC offers both short courses at the Akron site and customized training on site at client industries. Offerings are tailored to the needs of professionals working in industry. In 2012, APTC trained 426 employees from industry, including 47 who traveled from sites abroad. UA’s reach is global.

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?

While UA does not have University-wide search or recruitment policies designed specifically to encourage the hiring of faculty with expertise in, and commitment to, community engagement, specific colleges or departments—particularly those which rely on community internship placements for students—may include these as part of the required/preferred qualifications in job descriptions. The University’s positions are advertised in the Employment Opportunities Bulletin.

During the interview phase of search processes, members of the faculty search committee develop questions to be asked of the candidates. For positions in fields for which community engagement is critical, candidates are asked for examples that demonstrate their expertise in, and commitment to, working with community organizations. Some examples include:
1. The School of Social Work has advertised for two positions: a Coordinator of the MSW program at the Lakewood campus, and a Coordinator of the BASW at Wayne College. These positions required experience in working with students and community service agencies in Field Experiences; questions on the application as well as during the interview process gave points for individuals with expertise in working with the community.
2. A recent search by the School of Nutrition & Dietetics was for an instructor in Community Nutrition. The School Director spoke with all of the candidates about community engagement and stressed the need for the successful candidate to continue the high level of community engagement established by the previous instructor. This is a priority since the students in the Coordinated Program are out in the community throughout their time with UA. Students in the Didactic Program are encouraged to participate more for their applications to internships. These initiatives as well as hiring the new Nutrition Center Coordinator have expanded the School’s work in the community.
3. As part of the Criminal Justice COPs grant, a High Tech Forensics Specialist was hired. One of the position requirements was for an individual with demonstrated knowledge and
experience of digital forensics, who could effectively collaborate with community partners. The individual would coordinate trainings by experts in the criminal justice field to law enforcement participants (FBI agents, Police and Sheriff Departments, etc.), as well as to UA criminal justice faculty. The Specialist teaches two digital forensics courses that also have been successfully offered as DL classes to regional high schools. As a result of the program’s success, an agreement has been established with local law enforcement agencies in Summit County, whereby digital forensic evidence is collected and examined through the High Tech Forensics lab.

4. A visiting assistant professor in Fire Science Technology was hired, with the necessary qualification of field experience in order to bring real-life experiences to the classroom, maintain compliance in the growing area of the fire service field, and provide a solid connection with the community. An individual with over 25 years in the Fire Science field was hired; he has provided opportunities for new student internships and volunteer experiences, and helped to create a stronger Advisory Board for the program.

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?
Since 2007-08, there have been no changes in terms of University-wide policies for tenure and promotion. However, most of the Schools and Departments have moved to include the Scholarship of Teaching & Learning into their RTP guidelines as is evident in the Collective Bargaining Agreement, versions 2.0 and 3.0, the latter of which was ratified by the Board of Trustees and is effective July 2013-December 2015.

Since each School or Department is required to specify their criteria, some of the kinds of community engagement activities that are noted in the contract include: participating as an adviser for registered student organizations, participating in local, state, or national civic organizations, participating on the board for agencies or organizations, voluntarily applying academic expertise in the local, state, regional, or national community, speaking at, or collaborating with, area schools, editing newsletters for civic organizations and agencies or organizations, testifying before legislative and congressional committees, and participating in economic or community development activities.

Deans from many colleges have indicated that faculty who use community engaged approaches and methods to scholarly work are reviewed just like any other faculty member. Such work is considered in the general category of intellectual contributions to the department or school. The review of scholarly work that uses community engaged approaches or methods considers it like research into other forms of pedagogy.

7. Is there an institution-wide definition of faculty scholarly work that uses community-engaged approaches and methods? ___No __X_Yes
Please describe and identify the policy (or other) document(s) where this appears and provide the definition.
The Engagement Council, which was established in 2006, included representatives of each of the degree-granting colleges. Some of the colleges have been combined in the past four years; however, faculty from many of the colleges have developed guidelines about what constitutes scholarly work for their college or department. Community-engaged approaches and methods are integral to the majority of disciplines at UA; many departments had long-standing definitions of scholarly work which included these methods.

Examples from across the campus include, the School of Nursing’s guidelines from the American Association of Colleges of Nursing reference Ernest Boyer’s definition of the scholarship of teaching which encompasses the “application of knowledge of the discipline or specialty area in the teaching-learning process, the development of innovative teaching and evaluation methods, program development, learning outcome evaluation, and professional role modeling” (AACN, 1999, p.4). Examples of the Scholarship of Teaching include: Peer-reviewed publications of research related to teaching methodology or learning outcomes; case studies related to teaching-learning, learning theory development; the development or testing of education models or theories within hospitals or community settings; the dissemination of successful applications of technology to teaching and learning; chapter(s) in and/or published textbooks; teaching and learning materials developed for publication in external certifying or national organization guidelines for advanced practice; grant awards in support of teaching and learning; the design of outcome studies or evaluation/assessment programs; and presentations related to teaching and learning (AACN, 1999, p. 4 modified).

UA faculty in the field of Exercise and Sport Science contribute to the scholarship of teaching and learning by engaging in the discovery, integration, and application of knowledge through didactic coursework, internships, independent studies, and reflective professional practice. They explore a variety of teaching and learning methods that are applicable to teaching adult learners, and apply concepts and principles of teaching and learning within their working environment. Lastly, they address professionally based problems using the appropriate tools of inquiry within their respective sub-disciplines. Scholarly publications and presentations related to instructional practice in the field and dissemination of materials related to teaching are encouraged.

The Sport Studies program in the School of Sport Science & Wellness Education utilizes criteria established by the North American Society for Sport Management (NASSM) in structuring and delivering curriculum and conducting scholarly research. In the area of teaching, both community-based and classroom learning are utilized to deliver a unique student experience. With respect to scholarship, both theoretical and applied research in areas such as management, leadership, marketing and outsourcing is conducted in the pursuit of making substantive contributions to the extant body of literature in sport management and related fields.
8. Are there institutional level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?  _No  _X_Yes
If needed, use this space to describe the context for policies rewarding community engaged scholarly work:

As a large research university, The University of Akron does not have institution-wide policies for promotion and tenure that specifically reward faculty scholarly work that uses community-engaged approaches and methods. Instead, each of the Departments and Schools are required to have developed criteria for awarding promotion and tenure. Such policies or guidelines that reward community engaged scholarly work are voted upon by the tenured faculty. Some examples follow:

In the College of Education, faculty in the Department of Counseling are expected “to advise students; serve on or chair departmental, college, or University committees; become involved in professional associations and appointed to offices; and provide service to schools, agencies, community, and/or national organizations.”

Promotion and merit decisions in the Department of Political Science are made by the Department Chair, on the basis of “information provided by faculty in their annual reports and based on criteria agreed upon by the faculty within the department in consultation with the Department Salary Advisory Committee. In addition to departmental, college and University service, a faculty member is expected to participate in community outreach, ranging from work with community groups in a significant manner to performing campaign work, speaking with the media, serving on a community board, or serving as an officer on the board.”

Faculty in the Department of Associate Studies are expected to “develop a portfolio of course materials demonstrating ongoing course development and multiple preparations. In addition, candidates shall submit documentation of at least one of the following items: participation in innovative teaching initiatives, such as but not limited to team teaching, the Learning Communities Program, and the Learning Assistants Program; course innovations involving substantial changes to an existing course or a series of courses; accessibility to students beyond regular office hour meetings including study or help sessions; posting course materials on-line, volunteer tutoring at a University tutoring site, on-line office hours, or on-line tutoring; developing and using Web lessons, discussions, quizzes, and/or interactive Web content; guest lecturing; creating a new course and having it approved; creating and offering a special topics course; developing and having approved an on-line course and/or converting an existing course to a hybrid and/or on-line venue; teaching a course for the first time via a distance learning classroom; attending events sponsored by the Talking About Teaching Committee and the Professional Development Committee.”

Faculty in the School of Nutrition and Dietetics are evaluated based on “refereed publications, invited national presentations, refereed presentations, successful grant activity, invited publications, creative activities, and service to the University, college, school, community, and
the profession.” Nutrition and Dietetics faculty at UA serve the community through their work with local nonprofit organizations, as well as public schools and hospitals. Serving as board members, advisors, preceptors, internship supervisors, and liaisons between the University and the community, Nutrition and Dietetics faculty provide an outstanding example of engagement.

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

__No __X_ Yes

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

Each school or department within a college develops appropriate criteria for promotion or other forms of recognition. Many faculty members at UA involve their students in community engagement as part of class assignments—in fact, community engagement is integral to the degree. This teaching methodology is considered like other teaching methods when faculty members are reviewed for tenure or promotion.

Community engagement is not only rewarded as one form of teaching and learning when it comes to RTP and raises, but is also considered in University-wide awards. In the last few years, faculty who have been known for their scholarship of community engagement have been recognized with University-wide awards:

Dr. Carolyn Behrman, Associate Professor of Anthropology, received the Outstanding Teacher Award in 2012. A Community Based Research Service Learning project for two of her upper-division undergraduate classes focused on how people with few resources in a very low-income/high crime area of Akron mobilize to empower themselves. Students summarized their findings in “news-format” and created a physical newspaper that could help this splintered, under-resourced area of the city build community. In 2010, Dr. Behrman received Ohio Campus Compact’s prestigious Hoch Memorial Award for Excellence in Service. She also received the 2010 Scholarship of Community Engagement Award from UA’s Council of Deans.

Kelly Webb, Associate Professor of English in the Department of Associate Studies, received UA’s inaugural 2010 Service-Learning and Engagement Award. Webb was selected based on her work with NASA Glenn Research Center. Her students, including Honors College students majoring in Engineering and Engineering Technology, worked with professionals at NASA to design, write, and edit informational brochures about the services offered through various programs.

Dr. Deborah Marino, Associate Professor of Nutrition and Dietetics, received the 2010 University Park Alliance (UPA) Neighborhood Nexus Award for outstanding community engagement in the University Park neighborhood. At the time of the award, UPA was a program of UA, developed to revitalize the neighborhoods surrounding the University. Dr. Marino’s students researched the concept of food deserts in the neighborhood and advocated for a local grocery store as well as for additional food pantries.
Dr. Janet Thompson, Senior College Lecturer in Summit College, was the recipient of the Outstanding Teacher-Mentor for First-Year Students in 2010. She developed an integrative service learning project with basic chemistry, basic math, and student success seminar students called “Evaluation of Water Quality in the Ohio and Erie Canalway.” Students collected water samples to determine the water quality index (WQI) of the canalway and compared the data to the standard water quality data provided by the EPA and to historic data collected at different locations along the canalway. Dr. Thompson’s students determined causes of pollution and a course of action to decrease the effects of pollution.

Many other faculty members received recognition from local, state, and national organizations for their teaching as well as for their creative approaches to community engagement. The individuals highlighted in this section were recognized by The University for Akron for their exemplary work.

9b. Is community engagement rewarded as one form of scholarship? __No  _X_Yes
Please describe and provide text from faculty handbook (or similar policy document):

Each school or department within a college develops appropriate criteria for promotion or other forms of recognition. Many faculty members across the University have written articles about their research on community engagement as well as presented at conferences. This scholarly work is considered like any other scholarly work when faculty members are reviewed for tenure or promotion. The Collective Bargaining Agreement defers to the Retention Tenure Promotion (RTP) guidelines for each department or school because the unit guidelines pertain to the specific opportunities within each discipline.

A review of the departments indicates that many of the science and engineering disciplines do not tend to include community engagement as a form of scholarship while many other disciplines do include it. An exception to this practice can been seen in the Department of Mathematics where at least four faculty members are engaged in the Scholarship of Teaching, and some of them are involved in community engagement. A faculty member in the Department of Chemistry has been awarded NSF grants based on his curricular engagement and Scholarship of Teaching & Learning.

Specific faculty members in Buchtel College of Arts & Sciences, the College of Education, and various schools within the College of Health Professions have been promoted based on their scholarship which focuses on community engagement. The faculty members included in the response to question II, A.7 in this document are exemplary representatives of the faculty at the University engaged in curricular engagement.

9c. Is community engagement rewarded as one form of service? __No  _X_Yes
Please describe and provide text from faculty handbook (or similar policy document):
Each school or department develops appropriate criteria for promotion or other forms of recognition. Listed below are examples from three departments’ guidelines regarding service expectations:

Guidelines with criteria for Reappointment, Tenure, and Promotion from the College of Education’s Department of Educational Foundations and Leadership include:
“School and Community Agency Service—Focus is on the faculty member’s active participation and/or contribution to off campus projects. These may include the member’s creating, directing, or participating in field-based school-university cooperative projects. It includes professional consultation to schools or community agencies. It may include supervision of field-based interns. Initiative in creating projects of value to teachers, children, and others is important. Educational outreach in developing formal partnerships with schools and other organizations is important. As outlined below, criteria for attainment of quality in delivery of services to schools and community agencies are:

a. Creating, directing, or participating in field-based school-university cooperative projects
b. Professional consultation to schools or community agencies
c. Supervision of field-based interns
d. Creating projects of value to teachers, children, and others.”

Guidelines for Recommendation of Reappointment, Promotion, and Tenure for the Department of Marketing indicate “Service would also include activities at the college, and university level, as well as service within the profession, and to the community. The areas covered in this category have been organized under internal service, external service, and professional service and involvement in the profession as explained below...

External (Public) Service—Involvement in service to the business community and/or to the welfare of the general public is expected. Each RTP candidate must clearly demonstrate participation in at least one significant activity designed to advance the profession or enhance the public welfare, as well as the university’s reputation. Candidates are urged to exceed the minimal effort. It is the candidate’s duty to provide evidence of his or her efforts...and to help The University of Akron meet its social responsibilities to its general constituencies...Examples of such activities would include any of the following:

a. Involvement in charitable or civic organizations
b. Event involvement
c. Judging for a local marketing competition
d. Speaking at a high school or other similar event on marketing careers
e. Serving on a nonprofit board.”

The Department of Statistics delineates its expectations within the RTP guideline document with regards to Service Expectations: “Candidates should demonstrate leadership within the Department in the area of service. Such leadership may be evidenced by professional activities within the Department, College, and University, as well as professional activities at the regional, state, national, and international levels. Examples of activities which are valued in Service Expectations include:

a. Service organizations and civic activities related to the statistics profession
b. Speaking on subjects of concern related to the statistics profession for civic organizations

c. Providing professional statistical services/advice to community organizations

d. Memberships on boards of community organizations.”

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  _X_ Yes

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

Dr. Tom Angelo, a noted researcher on assessment and curriculum renewal and redesign, served as Associate Provost at UA from 2001-04 and as Founding Director of the Institute for Teaching and Learning. He encouraged departments to change their RTP guidelines to include faculty scholarship that uses community-engaged approaches and methods. Dr. Angelo championed the Scholarship of Teaching and Learning with faculty and some departments embraced that concept more quickly than others. At the present time, the following colleges treat community-engaged approaches to scholarly work the same way they treat any other form of scholarship:


College of Business Administration: Departments of Accounting, Finance, International Business, Management, and Marketing

College of Education: Departments of Curriculum and Instruction, Counseling

College of Health Professions: Schools of Nutrition and Dietetics, Nursing, Social Work, Speech-Language Pathology and Audiology, Sports Science and Wellness Education

School of Law

Summit College: Departments of Allied Health, Associate Studies, Business Technology, Engineering and Science Technology, and Public Service Technology

University Libraries

What percent of total colleges/school and/or departments at the institution is represented by the list above?:  71%  35/49 departments

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

The Collective Bargaining Agreement between The University of Akron and The American Association of University Professors (AAUP) includes the following information in the General Considerations for reappointment, tenure and promotion: “All academic units shall follow University-wide procedures for RTP; the criteria to be considered for RTP University-wide include but are not limited to...Quality of professional, University and community service to the community in discipline related service” (AAUP, 2009, p. 25).
Within the Guidelines for Reappointment, Tenure and Promotion for the Department of Public Services Technology, professional and scholarly activity is required. “The scholarship of teaching and learning is of equal merit to discipline-based professional activities. Publication is one, but by no means the only, measure which can be used to demonstrate professional and scholarly activity. Service, both to the institution and the community, is required. Service to the community is an area of faculty performance which shall receive recognition for purposes of reappointment, tenure, and promotion. In the area of community service, activities related to the candidate’s area of expertise and which bring recognition to the University are considered to be important.”

In the RTP Guidelines for the School of Social Work, three criteria are used to evaluate faculty performance. “These are: Teaching (or clinical) and Field Liaison Competence, Contribution to University, Professional, and Community Service, and Scholarly Activity. Clinical activities also involve making assessments ... and liaison work with on-site colleagues and administrators. Clinical work may also involve building collaborations and partnerships with colleagues outside the institution, i.e. providing opportunities for student training, student and faculty research, and fee-for-service activities. ...The second criterion involves service to the School, the College, and the University as well as to the profession and the community. As indicated by the criterion, emphasis is also placed on the performance of service to the community and to the profession. Service is considered fundamental to the social work profession and, therefore, to one’s role as faculty in the School of Social Work. Faculty are expected to participate in professional and community organizations. This may include serving on committees or boards, assuming leadership roles in community organizations, and performing a variety of functions on behalf of NASW, CSWE, and other professional organizations.”

The School of Speech-Language Pathology and Audiology’s RTP Guidelines include the requirement for “participation in a minimum of five unique and related activities from the following list: participation in governance at the school, college, and/or University levels; taking an active role in professional organization(s); community involvement; consulting; providing expert witness testimony; tasks that keep the school functioning; successful development work by securing necessary funding; and providing clinical services when needed to maintain the Audiology and Speech Center caseload.”

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

There have been programs offered through the University’s Institute for Teaching & Learning that highlight good practice in community engagement. However, this area is one that The University of Akron needs to continue to develop. The ITL played a major role in helping to educate the faculty and department chairs about this important issue. In 2009, the ITL offered a workshop for UA faculty, administrators, and community partners entitled “Engage to Learn—
Learn to Engage.” Barbara Holland, an expert on the institutionalization and assessment of community engagement, was the keynote speaker. Holland’s experience as a lead faculty member for the National Engagement Academy for University Leaders contributed to the effectiveness of the workshop.

There is not—at this time—a process to educate faculty and administrators on how to evaluate candidates’ dossiers that include scholarly work using community-engaged approaches. When faculty publish in journals about community-engaged approaches, or present at conferences about how they have involved students in community-based research, that work is regarded just like any other publication or presentation. At UA, certain disciplines may have more faculty utilizing community-engaged approaches and methods than other disciplines. The Dean of the College of Business Administration indicates that community-engaged approaches to scholarly work are evaluated in the same was as other scholarly work. The Chair of the Department of Anthropology & Classical Studies indicates that at national conferences there are some sessions on community-engaged approaches to research which could help chairs understand how to evaluate such scholarly work.

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

The Institute for Teaching and Learning provides professional development workshops, seminars and webinars on topics of relevance to faculty including issues regarding retention, tenure and promotion. The ITL also provides a faculty resource room/library that includes numerous professional journals and other published works focused on faculty development, the scholarship of teaching and learning, and issues impacting retention, tenure and promotion. With the addition of the position of the Associate Director of ITL in 2009 to focus on service learning, the library has expanded its offerings to include publications promoting the inclusion of service learning and curricular engagement in every aspect of the professional life-span of those who teach at the University.

To design RTP training for faculty, tenured faculty members work with ITL administrators as content experts, experienced portfolio developers, and co-presenters. Involvement of tenured faculty in the development of professional workshops helps create legitimacy for the training and results in greater participation from the campus community.

Workshops have included topics such as: “Why departments should include service learning/curricular engagement in their RTP and merit process”; and “Service learning projects can provide excellent and very relevant material for research, publications and presentations.”

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

Describe the process and its current status:
Many departments, schools and colleges at The University of Akron have policies that reward community engagement. Some units, including the Departments of Mathematics and Associate Studies, are currently working to refine their guidelines to expand their use of community-engaged approaches and methods in their scholarly work.

Currently, each of the schools in the College of Health Professions is examining their documents and will be including specific statements related to scholarship with community engagement. Faculty whose scholarly work stems from community engagement activities are considered equally for reappointment and tenure and promotion consideration. For example, faculty from the School of Sports Science and Wellness Education published an article on “The use of exergaming with developmentally disabled students” as a result of their curricular innovations to assist developmentally disabled students in the community; another faculty member presented at a national conference on “University-Community Collaboration: A Tennis/Character Education Program for Disadvantaged/Special Needs Youth.” Faculty in the School of Speech Language Pathology and Audiology presented their scholarly work entitled, “Mindfulness and value-based committed action for teens and young adults who stutter” at a national conference, and also led a Teen Panel discussing stuttering with parents, clinicians, and children who stutter; both presentations emerged from community engagement activities.

**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.)?

Leadership opportunities for students are significant at the University. Two undergraduates are appointed by Ohio’s Governor to serve on the Board of Trustees (BOT) and participate in discussions about how UA funds are spent and decisions are made. Through these opportunities, students are able to influence policy decisions that affect the ways resources are allocated related to community engagement. Student BOT members can also nominate other students to present to the Board about their accomplishments and community engagement activities.

Students interested in participating in Alternative Spring Break (ASB) trips work with Student Life staff members to assist in the planning and execution of these services. ASB trips allow students to complete community service work at locations across the eastern U.S. In March 2013, six student groups completed service projects with nonprofit organizations in Georgia, South Carolina, Mississippi, Tennessee, North Carolina, and Virginia. Participants subsequently made campus presentations during National Volunteer Week. Student leaders met with Student Life administrators, assisting in the planning as well as evaluation of these programs.
Student leaders assist in planning and organizing Hunger and Homelessness Awareness Week, a program focused on the difficulties that the homeless and hungry face daily. As a part of this week of activities, students packaged 10,000 meals for Stop Hunger Now!, a nonprofit that sends meals to children in schools overseas and in the U.S.; volunteered at the Haven of Rest, a homeless shelter adjacent to campus; collected food for the Akron-Canton Regional Foodbank; and made blankets for local shelters.

Since the Coordinator of Community Engagement was hired, student leaders have had many more opportunities to lead direct service projects for local nonprofits. Students also have opportunities to serve in leadership positions within student organizations that are focused on community engagement. These organizations include: Up ‘til Dawn, World Change Coalition, Alpha Phi Omega, Student United Way, Alpha Phi Alpha Homes, Campus Habitat for Humanity, Environmental Akron, and Colleges Against Cancer. For students interested in completing hands-on community service projects, Student Life offers weekly service experiences, providing opportunities to serve at nonprofits located close to the University or within Summit County. The office also works with local nonprofits to market volunteer opportunities to students. All nonprofit relationships are assessed by both participants and the organization staff, to assist in planning future programs or projects.

Student leadership in community engagement is recognized by University-wide awards presented at the annual LIFE Awards recognition ceremony in April. While a number of awards have criteria that address the student’s leadership and involvement in community activities, there are specific awards for civic engagement. The UA Alumni Association Recognition Award is presented to outstanding students who exemplify heroism, leadership, and service. There are two Exceptional Civic Engagement Awards—one for an individual, and the other for a student organization. They are presented to those who have been distinguished in a civic engagement accomplishment and have contributed significantly to the betterment of the campus community and/or the community beyond the UA campus.

http://www.uakron.edu/asb/
https://www.uakron.edu/hunger/
http://www.uakron.edu/studentlife/campusprogramming/life-awards/

**Supplemental Documentation**

14. Is community engagement noted on student transcripts?  __No  __X__Yes

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

While there is no specific section that indicates that a student participated in community engagement on The University of Akron’s official transcript, there are a number of ways community engagement is noted on student transcripts. This is a change from UA’s prior classification. For example, if a student enrolls in a course section in which the professor is using service learning as a curricular pedagogy, that is indicated on the course section. Academic departments are responsible for providing this information to the University Registrar. Several courses routinely achieve this designation. UA has had a history of first-year Learning Communities (LC) enrolling up to 700 students who are new to the University. The
Student Success Seminar, which is one of a number of courses in the LC, helps students to learn about the Greater Akron community through a number of service opportunities. Students at the sophomore, junior, and senior level can earn 3-12 credit hours per term for internships, clinical and field experiences as well as practica. In addition, many students majoring in programs in the College of Engineering participate in Co-op Experiences; these are noted on the transcript but carry “0” credit hours.

UA students also have the option of creating a transcript that denotes involvement in student organizations through the utilization of OrgSync. Launched in July 2011, this database provides students the opportunity to track information about memberships in campus organizations, leadership positions, campus involvement, attendance at programs, etc. This data is stored within the OrgSync system and students have the option to track and print their “Record of Involvement” as a complement to their academic student transcript. Enrolled students are entered into the system each semester and over 17,000 students have utilized the system to date.

In addition, the University works with readMedia, and their product called Merit. This service not only allows UA to share information with hometown media, but it also provides a level of on-line legitimacy through University-awarded achievements (Dean’s List, graduation, awards, internships, etc.). It also affords the students the opportunity to add additional information. Administrators, who are responsible for specific service opportunities (e.g., Alternative Spring Break, or Service-Learning classes), provide individuals in the office of University Communications & Marketing with the list of student participants. These are used to contact local newspapers, and also used to create the specific “achievement” in the Merit system. These lists are also shared with the Department of Development so that colleagues in Institutional Advancement are aware of the kinds of involvement the individual participated in while a student at The University of Akron.

15. Is community engagement connected with diversity and inclusion work (for student and faculty) on your campus? ___No  ___Yes
Please provide examples:

The University of Akron’s commitment to engaging the community on diversity issues has been recognized with the Higher Education Excellence in Diversity award by the “Insight into Diversity” magazine.

The Office of Inclusion and Equity at The University of Akron is committed to fostering partnerships that connect community engagement with diversity and inclusion. Examples include Black Male Summit, Dr. Martin Luther King, Jr. Activities Fair and Concert, a city-wide Dr. Martin Luther King, Jr. celebration and a community-wide conference focused on “Cradle to Career” initiatives. In 2013, the Black Male Summit conference partnered with Summa Health System, Summit County Children Services, and the Akron Urban League to attract over 1,300 registrants, including approximately 200 secondary Akron Public School students.
The annual Dr. Martin Luther King, Jr. Activities Fair and Concert, hosted by the Multicultural Center, connects over 25 student and community organizations with area children of all ages. Participants engage in activities that emphasize the importance of education, civic responsibility, respecting differences and non-violence. In a partnership with the Akron Urban League, UA sponsored the Dr. Martin Luther King, Jr. celebration. Another community-wide conference co-sponsored by UA and the Summit Education Initiative emphasized how churches, community organizations, area businesses, and civic groups can support UA and play a distinct role in student success.

“China Week”, “Rethinking Race: Black, White, and Beyond”, and “Women Trailblazers” are University-sponsored events that contribute to UA’s diversity initiative. The Confucius Institute sponsors the exploration of Chinese culture, politics, and history during “China Week.”

Students, staff, and faculty develop programming for Northeast Ohio residents to engage in the presentations, speaker series, activities and more regarding pertinent issues of diversity during the two weeks of Rethinking Race. In 2011, data indicated that more than 30% of the attendees at Rethinking Race events were from the community. During Women’s History Month, UA sponsors a panel discussion, “Women Trailblazers,” that features distinguished, diverse female leaders who have achieved remarkable success in their respective fields.

The Office of Accessibility conducted a needs-based assessment with local high school professionals to gauge the disability-related awareness and knowledge of area students, parents, and professionals. The feedback was used to strengthen relationships with local high schools and develop outreach initiatives, including a monthly Disability Dialogue series of workshops for students, parents, and school personnel that were open to the public.

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

Please provide examples:

Through the Akron Experience—UA’s major student success and retention endeavor—students are expected to both participate in and are rewarded for engagement with the local and global community. Through the Akron Experience community engagement learning domain, students will: enrich their civic and community lives in local, national, and global communities; create positive change and develop a sense of civic responsibility; engage with peers, their local and global communities through specific service learning efforts; and will learn how their own contributions make a positive difference in the local and global communities.

Many examples of community engagement efforts are entwined in students’ Akron Experience. Students receiving the Innovation Generation Scholarship, a partnership with Akron Public Schools, are required to gain practical experience through service learning projects each semester of the award. Students in the Office of Multicultural Development (OMD) learning communities and those selected as peer mentors participate in mandatory service learning experiences in the Akron community. With the Center for Academic Advising and Student
Success, OMD co-hosted the first High School Black Male Summit and other small “reconnect” gatherings throughout the year. The highlight of the Summit was the students creating meaningful relationships with the Ambassadors, current black, male UA students who want to serve as mentors for high school summit attendees. Additionally, many first-year students enrolled in the first-year experience course participate in a required service learning experience.

Through collaborations in the Akron community, units in the Division of Student Success have also worked to impact student success and retention through various services and programs. For example, the Counseling and Testing Center helped to develop the Community Psychiatric Residency program that provides free psychiatric services specifically for University of Akron students. This was done through a partnership with the Northeast Ohio Medical College (NEOMED). UA Adult Focus’ collaboration with Project Learn of Summit College allows UA to provide no-cost workshops to returning and continuing adult students in need of assistance with math and/or language arts skills. This helps prepare students for college and often eliminates a semester of developmental coursework once they matriculate as students.

The Office of Accessibility is also engaged in community outreach that promotes student retention and success. First, the Office is involved in outreach to local high schools; professional staff from the Office interacts with high school juniors and seniors with disabilities who are beginning to explore their post-high school opportunities. This allows these students to be more prepared for the transition to the post-secondary atmosphere, thus providing them with a greater chance for success. Additionally, the Office partners closely with the Summit County Track 9 Transition Team, whose mission is to prepare students with disabilities for life beyond high school. These professionals work with students to teach self-advocacy skills and expose students to different career pathways, so that the students can make the most informed decisions. The Office staff work side-by-side with this team to help those students seeking a higher education make a successful college transition.

II. Categories of Community Engagement

Curricular Engagement

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:

UA’s defines service learning as: “a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. The service learning office in the Institute for Teaching and Learning exists to foster student engagement and enhance learning through service learning at The University of Akron.” This definition was adopted in 2009 in conjunction with the creation of the position of Associate Director of ITL, whose duties include providing leadership for service learning on the UA campus.
Since its adoption of a more formal definition of service learning, The University of Akron has fulfilled the purpose of the revision—to create a culture of service learning. At the time of the last application, a little less than 100 courses incorporated service learning into their curricula. Now, there are almost 400 service learning courses on campus. Additionally, to ensure that the culture of service learning continues, new faculty members are exposed to UA’s definition of service learning as early as their New Faculty Orientation, when the Associate Director of ITL’s presents on service learning each year. The University’s reputation for service learning is growing too. Local foundations, philanthropists and other community leaders work with the Associate Director of ITL to expand the culture of service learning into the surrounding communities as well through the Pay it Forward program—a program through which the University has generated wide-spread interest for its service learning projects. It is UA’s new definition and approach to service learning that has fostered this service learning culture.

For the last application, a wide variety of curricular engagement were counted together under the label of service learning, as faculty had been given the opportunity to indicate more than one response for the type of curricular engagement for each course taught. The results of the last application clearly demonstrated a commitment to curricular engagement; however, there still existed a need for distinct definitions of types of engagement. A clearer, more refined, definition of service learning became desirable as well as necessary as UA expanded its staff to include not only the service learning position, but also a coordinator of service. As one position is focused on curricular engagement and the other on co-curricular engagement, the need for clear guidelines which focused on purpose and commitment became evident. Since the inception of the Service Learning professional position on the UA campus, the overall program has grown and expanded, yet has narrowed its focus to respond to scholarly definitions of the pedagogy. This more cohesive program has led to increased numbers of students participating, as well as fostered interdisciplinary relationships and collaborations among faculty and administrators.

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:

The process of identifying service learning courses as part of a campus curriculum has changed for the better in many ways since the last application. A potential new course at The University of Akron must be proposed by a faculty member, approved by the faculty in the school or department in which it will be offered, and by the college curriculum committee before it proceeds to the University-wide Curriculum Review Committee.

Service learning at UA is used as a teaching methodology adopted by faculty as applicable to a particular course. As such, UA does not have a formal label for service learning courses. Before the creation of the Associate Director of ITL’s position, service learning classes were identified only through an annual survey. Now, there exist two additional—and important—new methods by which a course may become a service learning course. This has not only allowed UA to keep better records of which classes employ service learning, but it has also drastically increased the
number of service learning classes. Having the Associate Director of ITL as an ambassador for the program educates faculty members unfamiliar with service learning, while it also encourages those who may be intimidated by the prospect of incorporating it into their curriculum to seek help and guidance in order to make curricular changes.

Service learning courses are identified in one of three ways—through faculty work with the ITL, annual surveys, or by invitation:

- Faculty members interested in employing teaching methods that are more engaging for students often contact ITL for assistance in identifying projects and compatible community partners. Assistance is often provided in the form of one-on-one meetings with the Associate Director of ITL who will brainstorm with the faculty member to decide how the faculty member’s curriculum might fulfill a need in the local community.
- Service learning courses are also created by invitation. Since creating the position devoted to service learning in 2009, the University has developed a reputation as a capacity builder for nonprofits and other community partners in the Akron area. As such, community partners will often approach the University with their needs in the hope that the Associate Director of ITL might be able to match their organization with a class that could serve that need. After identifying the need, the Associate Director of ITL invites several classes to develop a project that would fit within the course curriculum and simultaneously fulfill the community partner’s need. Faculty members then are given the option of pursuing the project with the community partner or not.
- Lastly, service learning courses are still identified through an annual survey. In this survey, faculty members and other instructors are asked to identify if any of their courses in the previous year incorporated service learning. From this survey, a tally is made of the total number of service learning classes.

2. Fill in the tables below using:
   a. Data from the most recent academic year (2012-13)
   b. Data based on undergraduate FTE

<table>
<thead>
<tr>
<th></th>
<th>Change since ‘08</th>
<th>% of Total Courses</th>
<th>% Change since ‘08</th>
</tr>
</thead>
<tbody>
<tr>
<td>S-L Courses</td>
<td>389</td>
<td>+292</td>
<td>1.8%</td>
</tr>
<tr>
<td># of Departments</td>
<td>37</td>
<td>+9</td>
<td>55%</td>
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<tr>
<td># of Faculty</td>
<td>160</td>
<td>+91</td>
<td>6.7%</td>
</tr>
<tr>
<td># of Students</td>
<td>Change since ‘08</td>
<td>% of Total Students</td>
<td>% Change since ‘08</td>
</tr>
</tbody>
</table>
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

The Office of Institutional Research provided the section numbers and instructors for all of the courses taught during the 2012-13 academic year, including the summer session. The same questions that were asked of faculty in the 2007 survey were asked in this year’s survey, with some minor revisions. In reviewing the information which had been submitted in 2007, it was discovered that faculty had been given the opportunity to indicate more than one response for the type of curricular engagement for each course taught. This led to totals that might have been less accurate if an instructor indicated two or more types of engagement. The decision was made to allow only one response per course section in the current survey, thereby ensuring that the material shared in this report is as accurate as possible.

A notice was sent to the entire University community during the Fall 2013 semester from the President and the Senior Vice President and Provost asking their participation in the upcoming survey. An e-mail was sent to each individual who was the instructor of record for courses taught during the 2012-13 academic year, asking for a response by a certain date. The Deans were asked to send reminders to their faculty at a certain point in the term. The extra effort made with the assistance of department chairs helped the University achieve a response rate of 72.1% of the faculty who had taught last year; of the class sections for which faculty responses were provided, 38.8% indicated that a type of curricular engagement was utilized.

The Engagement Council, a committee with representation from the colleges, had met on a regular basis and refined the survey in 2010. The information that they collected was verified in the preparation of this report. Information from the surveys is available from UA’s Office of Institutional Research. The Senior Vice President and Provost has urged the deans to use the information as they are making decisions that impact their colleges, including program review, planning and budget decisions, etc. Information from the last report as well as information gathered by the Engagement Council provided valuable data as the University’s strategic plan, Vision 2020, was being developed.

http://www.uakron.edu/provost/communication/eng.dot
http://learn.uakron.edu/curricularengagementreport/summary.cfm
www.uakron.edu/partnerships

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.

The University of Akron recognizes the need to periodically re-assess and re-evaluate its curricula to meet changing needs, and the Provost commissioned the re-envisioning of general education in Summer 2011. The General Education Transformation Steering Committee (GETSC) developed a more integrated framework for meeting general education goals including: Provide multiple rigorous pathways to desired learning outcomes; and Increase the use of minors, certificates, integrated interdisciplinary sequences of courses, as well as service and experiential learning. The committee members carefully considered the core competencies students need to meet the challenges of the 21st century and have created an implementation plan to help students meet the designated learning outcomes. The GETSC has also recommended that learning artifacts be collected to assess program effectiveness. Other initiatives such as the creation of Program Curriculum Guides in a standardized format, including learning outcomes, for all undergraduate programs, were completed in 2013.

As described in the previous application, most assessment of learning outcomes (L.O.s) for curricular engagement occurs at the course level. During the 2013-14 academic year, a campus-wide Assessment Committee worked with faculty across campus to determine L.O.s for each of the degrees offered within Schools and Departments. Data collection is underway that will inform decisions regarding programs.

With the addition of the Associate Director of ITL to oversee service learning for the University, more systematic assessment of students’ curricular engagement with community has been developed in recent years. Outcomes vary depending on the level of the course in which curricular engagement is employed. For example, in first-year Student Success Seminars, basic level service learning projects have demonstrated increased sense of belonging, team building, and career exploration outcomes among students. In higher level courses, students demonstrate higher levels of commitment to course work, and report that they learned more by actively engaging in projects to apply their knowledge. Clearly, there exists the need for multiple ways of assessment depending on the course and level of students. The general education core provides the foundation for all majors, and as students progress toward degree completion, it is intended that these skills are continuously reinforced within degree programs and then finally demonstrated in a culminating capstone or other direct and indirect means of assessing student learning outcomes.

Most outcomes of curricular engagement projects are assessed through grading systems used to evaluate successful demonstration of content mastery. Some courses require papers, presentations including recitals and performances, or the actual creation of a project. In addition, students in courses identified as service learning complete both pre- and post-self-assessments. To help faculty assess student learning and success, the Institute for Teaching and Learning provides comprehensive faculty development opportunities to promote the intentional integration of classroom learning with hands-on experiences in the community. Through ITL, faculty may enhance skills in mentoring undergraduate research, assessing student
learning outcomes, incorporating experiential learning in their courses and may participate in one of several faculty learning communities to enhance teaching, learning and community building.

http://www.uakron.edu/provost/priorities-and-initiatives/general-education-revision.dot
http://www.uakron.edu/academics_majors/curriculum-guides/#/

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.

Student Research—Community Engagement integrated with this activity  Yes X No __
Student Research often involves community engagement. While UA faculty encourage interested students to become involved in their research, certain disciplines afford more opportunities for community engagement. Many faculty are pleased to work with students who are excited to do research as undergraduates, and some have grant funds to support students.

For the past 10 years, the Office of the Graduate School has sponsored the University of Akron Student Innovation Symposium (UASIS): A Showcase of Research. Held each April, the symposium celebrates student research. Undergraduate and graduate students are encouraged to present their scholarly work and faculty serve as evaluators for presentations during the daylong event. Participating students are eligible for the Outstanding Student Research Award and students can nominate a faculty member for the Faculty Mentor of the Year Award. Art students are encouraged to design the cover of the program booklet, and music and dance students are encouraged to perform at the UASIS luncheon.

In addition to UASIS, each of UA’s approximately 1,600 Honors students completes an Honors Research Project, often in conjunction with community partners. The Honors Research Project, integral to UA Honors students’ experience, is the product of a student guided by a faculty member or community researcher; it is substantially independent research completed over a span of time that typically exceeds one semester. Many Honors College students present their research at discipline-specific conferences regionally and nationally. Interdisciplinary, creative projects are encouraged, and projects fall into the following types:

1. Research Thesis - original scholarship investigating a significant question
2. Research Report - a formal written presentation of technical, laboratory, or investigative research
3. Artistic or Creative Performance or Production - in the fine arts, applied arts, or performing arts; a written report, introduction, or commentary is required.

During 2012-13, a small sample of Honors College students’ research projects that involved community engagement, in the Akron area and abroad, included: -a team of Mechanical Engineering students working with Weaver School to develop machines that could be adapted for work by disabled individuals—a riding lawnmower that could be steered with one arm was among the machines that was developed; -a Political Science major studied discrimination in Lima, Peru by observing “White-Mestizo space” and “indigenous/Black space” and how wage...
The importance of using these gifts primarily to work on projects associated with local, nonprofit organizations is emphasized. Examples include: Goodwill of Akron, Crown Point Ecology Center, and the Ronald McDonald House. Additionally, two groups are starting their
own student organizations to advance nonprofit causes such as bringing a locally organized, independent TEDx event to The University of Akron (licensure granted in November 2013), and another group is working to develop a student organization aimed at leveraging sustainable farming initiatives in the country of Haiti.

Students may also elect to work on projects that benefit The University of Akron community. One student team is working on a proposal to expand outdoor campus recreation opportunities to increase retention, make the campus more attractive, and provide additional value for students. Another student team is working to develop a middle school to college preparation program, while another group is focusing its efforts on developing a scholarship fund for students who become financially at risk after their sophomore year of college.

http://www.uakron.edu/reslife/llc/emerging-leaders.dot
http://www.uakron.edu/cba/centers-and-institutes/leadership/leadership-experience-projects.dot
http://www.uakron.edu/cba/centers-and-institutes/leadership/personal-leadership-skills.dot

Internships/Co-ops  Yes_X  No__
The Career Center created an exciting internship program known as the Nonprofit Scholarship. With funds the Career Center accumulated through programming efforts, nonprofit agencies typically unable to pay students can now offer students a $1,000 scholarship as form of payment. Agencies apply for scholarship funding by providing detailed descriptions of needs and target areas. Career Center professionals review all applications and market openings throughout campus. It has awarded over $25,000 in scholarships. The following agencies participated in the Nonprofit Scholarship program: Adaptive Sports Program of Ohio, Akron Symphony, Barberton Community Foundation, Domestic Violence Project, East Akron Neighborhood Development Corporation, EMERGE, Family Promise of Summit County, Hattie Larlham Foundation, International Institute of Akron, Mental Health America of Summit County, Stewarts Caring Place, Summit County Fatherhood Initiative, Twinsburg Historical Society, and United Disability Services.

In addition to the Nonprofit Scholarship Program, the Career Center helps place students in cooperative education and internship positions. These types of opportunities become available as the Career Center focuses on building relationships with employers locally and nationwide. Additionally, the Career Center focuses on community engagement by implementing curricular and co-curricular programs at The University of Akron. Throughout the academic year the Center’s staff organized over 250 programs that provided career and professional development opportunities for all students. Career Fairs attracted 752 students and 60 alumni. Employers within the Northeast Ohio region attended and many recruiters were UA alumni. The Center is now working on creating a formal job shadowing program targeted to freshman and sophomore students as a way to showcase employment needs, career pipeline opportunities, and illustrate the importance of relevant learning opportunities outside of the class.

The University of Akron’s Career Center is a comprehensive center placing an emphasis on UA students and alumni career development and placement needs. Community partnerships are leveraged as a way to expand upon internal services and offer community-based support when
appropriate. While the Career Center assists candidates with needs such as career development, career transition, and placement services, it also connects UA alumni with local, regional, and national resources to assist beyond the campus level. The Career Center recognizes that needs vary from undergraduate, graduate and alumni levels; therefore, it leverages University partnerships to offer more services and placement opportunities available to the UA population.

Community-engaged internship programs also exist in individual departments. For example, the Engineering Co-op Program celebrates 100 years of a traditional alternating program where students integrate real-world, relevant experience within their academic career totaling 3-4 semesters of work assignments. 90% of qualified students participate in a co-op. The College of Engineering produces graduates who are career-ready. Of co-op participants, 50-57% accept a full-time position with their co-op employer. The College strives for 100% placement of their graduates, whether it is with their co-op employer or with another industry employer. Last year, 875 Engineering students participated in co-op experiences in California, Illinois, Indiana, Kentucky, Maryland, Michigan, Missouri, North Carolina, Ohio, Pennsylvania, Tennessee, Texas, Virginia, and Washington, D.C., as well as in China and Germany. 

http://www.uakron.edu/engineering/academics/undergraduate/cooperative-education/about.dot

**Study Abroad**  **Yes**  **X**  **No**

Community engagement is integrated into Study Abroad programs. UA’s Office of International Programs has had two leadership changes since 2008. While the number of international scholars has grown, the number of students going abroad through UA programs has diminished. In 2012-13, 150 UA students studied abroad. About 85% of UA students who go abroad do so as part of a UA program; 15% participate in programs through other institutions or organizations. Of those who study abroad, 21% are social science majors, 13% represent majors in business, 13% are majoring in engineering, and 11% represent the fine or applied arts. Some students have more than one major, so students could have an additional major or a minor in a foreign language.

The number of students who have gone abroad to conduct community-based research, or to serve on their own, has grown since the last report. Three Honors nursing students traveled to Bangalore, India, to examine the effectiveness of a health promotion program on children’s bedtime routines. An Honors photography student, who spent 8 months in Italy studying fashion photography, participated in service-learning at an animal shelter as part of her language classes.

Since the last report, three students were selected as Fulbright Scholars. Their experience abroad involved community engagement:

- One pursued independent research on the topic of social business in a remote Amazonian city—Iquitos, Peru. She worked to conduct feasibility analyses determining the cultural,
economic, and operational viability of her social business model and made exciting progress towards the goal of making her business model a reality.

- Another researched the effect of currency substitution on the exchange rate and interest rate in Croatia. While there, he worked with the former head of the Research and Statistics Department at the Croatian National Bank.
- The third Fulbright Scholar’s project involved designing, translating, and administering surveys to assess how tobacco advertising, compared to economic and cultural factors, affects smoking rates among Chinese undergraduates.

Also since the last report, students have participated in the Global Village Program at a partner institution, Yonwei University—Wonju (Korea); students are well-integrated with Korean students and participate in reciprocal lessons in life, language, and culture. Some students also participate in a Community Service Internship, through which they teach English in local schools. Students have also lived with families while studying at a Japanese partner institution, Kansai Gaidai University. During Summer 2012, 19 students participated in the Department of Modern Languages’ DISSTA program in Valladolid, Spain. They lived with host families and participated in community activities. Five Honors Nursing students visited hospitals in Kaifeng, Henan, China, last summer to study patients’ use of Traditional Chinese Medicine (TCM) and observe communication styles between patients and health care providers. The research project is intended to improve understanding of TCM, foster communication between patients and physicians, and prevent potentially dangerous interactions between TCM and Western medicine.

Some of these scholars have since presented to current students, thereby increasing students’ interest in international engagement. http://www.uakron.edu/oip/studyabroad/
http://www.uakron.edu/honors/students/study-abroad.dot
http://www.uakron.edu/cba/centers-and-institutes/igb/study-abroad-programs/
http://www.uakron.edu/nursing/student-life/study-abroad.dot

Other Yes X No
Another facet of UA that exemplifies its commitment to community engagement is the Learning Communities Program. Created in 1995, the LC Program has expanded to include more first-year students in varied majors, special interest groups, and living-learning communities. During the 2012-13 academic year, 934 students participated in 33 Learning Communities. Institutional research shows that students participating in LCs have a higher rate of retention from first-year to second-year than students who did not participate.

UA’s first-year seminar, the Student Success Seminar (SSS), serves as the anchor for most LCs. LC teams consist of full- and part-time faculty, administrators, academic advisers, and graduate teaching assistants. All are designed to promote and accomplish active learning and civic engagement. LCs use variations of three basic models: students in cohorts in larger classes, paired courses, and team-taught, fully-thematic, integrated LCs. The following examples demonstrate the three models:
• Small LC cohort in larger classes: the four Nursing LCs, cohorts of 20-25 students are part of large lecture sections of General, Organic & Biochemistry and Introduction to Sociology. Student cohorts are self-contained in English courses, lab sections and the Student Success Seminar taught by an adviser who creates an intentional collaborating partnership with the students. These students participate in Make a Difference Day and volunteer at a senior retirement complex.

• Paired/clumped courses: the African-American Male Learning Community where faculty in SSS, English and Effective Oral Communication courses have collaborated to coordinate syllabi, assignments and have engaged in community engagement activities with the Boys & Girls Club.

• Team-taught programs: the exploratory and Pre-Education LCs illustrate integrated LCs. A service learning project partners these LCs, comprised of 120 UA students and two Akron Public Schools’ elementary schools. UA students work with elementary children by tutoring them in reading. All courses in the LC focus on active learning, varied teaching pedagogy, civic engagement and integration of assignments/curriculum. The capstone portfolio project represents the cumulative result of classroom teaching/curriculum integration, service learning, and mentoring relationships between UA students and elementary school children developed through the service learning project.

LCs foster interdisciplinary faculty collaboration, which is important to the program’s success. Interdisciplinary collaboration is especially apparent through the $350,000 grant funded National Science Foundation-CCLI supported STEM LC, involving faculty from twelve units across campus. This environmental LC’s aim is to convey the nature, excitement, and role of scientific inquiry through investigation of real-world problems while simultaneously increasing capacity and resources of the community. Students explore science, technology, engineering, mathematics, (STEM) and global health disciplines through a local civic issue, i.e., water. Experiential learning, civic engagement, scientific inquiry, applied data analyses and project based/integrated curricula prepare first-year students for STEM careers. This team-taught, interdisciplinary LC provides students with mentoring relationships with faculty from STEM disciplines. Assignments emphasize critical thinking and scientific writing skills, include group projects, interpretation of data, analyses of journal articles, and mathematical and statistical modeling exercises. Among other activities, students tested a Citizen Science survey of water quality in streams for the Environmental Protection Agency.

http://www.uakron.edu/admissions/undergraduate/learning-communities/
http://www.uakron.edu/itl/ssp/learningCommunities.php
http://www.uakron.edu/ie/academics/learning-communities.dot

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

Core Courses

Yes _X_  No__
While community engagement has been integrated into the curriculum since UA’s founding as Buchtel College in 1870, there has been an increase in this work since the Institute for Teaching and Learning was established and the Associate Director was appointed. Each year she provides workshops to interested faculty about curricular engagement and service learning, and she works with faculty members to develop sites for students to become engaged. Sometimes there are six to seven community or nonprofit sites at which students in one lecture class are working on community engagement.

UA defines “core courses” as the lower-division courses that are critical for students to master in order to be accepted into the college or department of the major. For example, students seeking a baccalaureate degree in Engineering Technology must successfully complete Basic Chemistry and Technical Physics, or students seeking a baccalaureate degree in Biology must complete Principles of Biology as well as Principles of Chemistry.

Service learning is routinely used as a teaching pedagogy in core courses. For example, in one Basic Chemistry course, Dr. Janet Thompson has taken her students to the Akron Zoo to examine the pH levels in fish tanks housing post-surgery fish to determine if the anesthesia has been sufficiently metabolized so as to allow the fish to return to the general population. Dr. Thompson’s class has also visited the Akron-Canton Regional Foodbank to perform a nutritional analysis on meals for a family of four that can be purchased for $15 or less. Service learning was also employed by Dr. Amy Hollingsworth in the Principles of Biology labs. She took her students to the Akron Zoo as well, but the Biology students analyzed the bacteria growing in the footbaths used by zoo employees when entering and exiting animal areas to determine if the footbaths served their purpose of cleansing employee shoes from dirt and germs.

College of Business Administration students, planning to succeed in a marketing career, gain hands-on experience early in their coursework. In the Professional Selling course, Dr. Linda Orr provides her students with real-life situations as well as experience in competition. Groups of students representing various local nonprofits compete to raise the most amount of money through their use of the techniques they are learning in class. One semester a group of students in the Professional Selling class raised over $2,000 for the Akron Canton Regional Foodbank. This project not only provides real world skills, but it also encourages students to explore the world of nonprofit organizations and their various perspectives on sales and marketing.

General Education  Yes X  No

Since the last report, the Student Success & Retention Committee, with representatives from most undergraduate colleges, made the recommendation that UA’s General Education program needed to be revised. Among issues to be addressed was the number of credits that the baccalaureate degree required. The 128 credit minimum exceeded the minimum credits set by the state by eight credits and some disciplines required more credits than the minimum for a baccalaureate degree.

Dr. Linda Subich, Associate Dean of Buchtel College of Arts & Sciences and Professor of Psychology, was charged with convening a representative, campus-wide committee to develop
a new General Education program. In Fall 2011, the 22-member committee, comprised of disciplinary experts from across the campus, studied best practices and determined to: (1) integrate General Education with degree program requirements, (2) consider the number of GE credits required, (3) identify multiple pathways toward General Education course completion, (4) make greater use of minors, certificates and integrated interdisciplinary sequences of courses, as well as service and experiential learning, (5) focus on documentable excellence consistent with Higher Learning Commission expectations for The University of Akron.

The proposed General Education program has four learning outcomes which may be able to be met through courses in the major, and perhaps some co-curricular experiences (e.g., study abroad). One of the learning outcomes, Responsible Citizenship, could be operationalized via courses involving community engagement activities and experiences, such as service learning.

Representative examples of community engagement with General Education courses include Service Learning activities within first-year English Composition courses. English Composition II classes require a multi-modal presentation as a final project. In many classes to satisfy this requirement, instructors send groups of students to nonprofit organizations to create presentations/documents that will meet the needs of the local community while satisfying the requirements of the class. These projects require students to develop a professional, persuasive and innovative presentation advocating for the need of their nonprofit organization. Student projects must demonstrate adequate research through investigating, learning, understanding, and questioning the organization they selected. Organizations benefitting from these projects include homeless shelters, a food bank, a camp for special needs children, and a shelter for troubled youth.

Ian MacKinnon, who taught a General Education Philosophy course, has also used Service Learning to connect students with ethical problems faced in the community. Students in Introduction to Ethics (Philosophy) participated in a community engagement/service learning project designed to relate theoretical perspectives concerning defined areas of ethical concern to the practical reality that is everyday life for many of Akron’s citizens. The project consisted of community service, a dedicated reflective journal, a group presentation, and a discussion period.

Since the last report, service learning has also been incorporated into various other general education classes such as Effective Oral Communication, Introduction to Public Speaking, and Introduction to Sociology. Such projects help students achieve increased awareness of public communication and apply the theoretical basis and practical application of communication effectiveness in the community.

http://www.uakron.edu/advising/docs/General_Education_Guide.pdf

First-Year Experience Courses Yes X No __

Community engagement has been integrated into the Student Success Seminars which are part of the first-year structured experience. One of the first-semester Learning Outcomes for the
Student Success Seminars is that “the student will engage with the campus and surrounding community to begin to develop a sense of civic responsibility and appreciation of diverse perspectives.” Students from most of the Student Success Seminars participate in “Make a Difference Day” during the Fall semester. Depending on the focus of the Learning Community in which the seminar is imbedded, students assist elementary school children with reading, participate in cleaning up parks, work at a local homeless shelter, etc.

Since 1989, the University has offered this course to help students adjust to college life and University expectations. Originally, the course was called “University Orientation” and carried one credit. When UA required a one-day New Student Orientation program of all students, including adult, transfer, and veteran students, prior to the beginning of the semester, it became advisable to change the name of the course to Student Success Seminar to avoid confusion. The course currently carries 2 credits, and 54 sections of the course were offered during the 2012-13 academic year; 1,195 students were enrolled in the course. The course is designed to help students learn how to transition to college-level learning, begin to develop their college student identity, make some decisions regarding their academic and career goals, and develop a plan/timeline to achieve those goals.

In addition to Student Success Seminars, some of the degree-granting colleges offer first-year courses specifically for their majors. For example, students pursuing baccalaureate degrees in the College of Engineering, are routinely exposed to service learning experiences. Heidi Cressman, Director of the Women in Engineering Program, has an ongoing project with RePlay for Kids, a local nonprofit that provides adaptive toys to children with physical limitations. Her students utilize practical engineering skills to adapt these toys. Dr. Julie Zhao, Director of the IDEAS program, which focuses on retaining minority populations in the field of engineering, also gets her students out into the community. Dr. Zhao’s most recent project included constructing a scaled-down replica of the Goodyear Blimp which has been used by the Summit County Historical Society’s education program.

http://www.uakron.edu/summitcollege/current-students/student-success-seminar.dot
http://www.uakron.edu/engineering/beyond-the-classroom/women-in-engineering/
http://www.uakron.edu/engineering/beyond-the-classroom/ideas-program/

Capstone  Yes ____  No__

Community engagement has been integrated into many, if not most, disciplines, so that UA students have the opportunity to learn from their experiences during the final year of their undergraduate studies while providing service to individuals in community settings.

For example, Social Work students in their final semester take Field Seminar II along with Field Experience II, which requires a 225-hour community-based internship. In the Field Seminar II course, students must present case studies in which they review a case from their field placement. This requires students to integrate course content from social work practice, research, human behavior, social policy, and ethics into their presentation and discussion. The expectation of the faculty is that students are able to demonstrate a mastery of the required
course content and integrate it into their practice with an identified client. The case study also requires students to demonstrate effective communication skills in their presentation.

In addition, all engineering students participate in a year-long, capstone design sequence where students (in small groups) design a project related to their major. Many projects are inspired and/or sponsored by industrial and community partners. Students present their work in a variety of formats, depending on the degree program. Examples of engineering design projects with aspects of community engagement include a cost benefit analysis of the Epoke snow plow system on behalf of the Ohio Department of Transportation, a water quality model and evaluation for a local city’s water distribution system, the development of an all-terrain fork lift to be used by homeowners, and a flood alert system for residential-use sump pump systems.

Teacher education students also participate in clinical, field-based experiences with professional educators who serve as mentors before qualifying for licensure. Field placements in a variety of locations (e.g. urban/suburban, public/private, traditional/Montessori) offer opportunities to prepare for their future career (e.g. tutoring, small/large group instruction, curriculum preparation, assessment). Such rich learning experiences facilitate transfer of classroom theory to practice, enhancing classroom management, communication, and professional skills. Students are immersed in diverse school cultures and gain both knowledge and a stronger sense of themselves as effective teachers. Benefiting the classroom teacher-mentors, students, and educational institutions in which the UA teacher education majors are placed, the program encourages the sharing of new ideas and methods for teaching and classroom management while fostering strong professional partnerships with community stakeholders.

The School of Nursing has approximately 100 Honors students in the program who in their junior and senior year develop and implement an Honors project addressing health issues of concern in nursing practice. Many students focus on issues of the underserved and uninsured who acquire their health care through Nursing Center for Community Health, Access—a homeless women and children’s shelter, or on global health issues. Exemplary Honors projects included “Assessment of Health Literacy in a Community Health Clinic”; “An Examination of Differences in Caucasian and African American Women among Perceived Stress, Social Support, and Spiritual Well-being,” and internationally, “Medical Missions to Haiti: A Nursing Student’s Journey”.

In the Majors       Yes_X       No_

Many disciplines at UA have adopted curricular engagement as a viable way of preparing students to succeed in careers in their chosen majors. Although engagement in some majors has been historically significant, many faculty members have adopted practices such as service learning more recently, or have adopted new and/or improved service learning projects to enhance the learning happening in their classes. Community engagement has been embedded deeply into numerous majors on the UA campus. Described in this section are examples from
four different colleges/schools and their approach to projects that develop better-prepared graduates:

Nutrition/dietetics students encounter many different interactions with community partners throughout their curriculum. One of the most intriguing projects is in Community Nutrition II – the final class taken before graduation. In this course, students work with local nonprofit organizations to learn about grant proposal writing and how and where to seek funding for nutrition-based projects. Each student actually creates a grant proposal that is submitted for funding on behalf of the nonprofit. Such experience is directly tied to work future graduates might encounter, and incorporates “face time” with potential employers.

Numerous upper-level classes in the School of Communication involve students in direct work with community partners. Many students participate in internships with local nonprofits, and a high percentage encounter service-learning projects in their communication classes. In New Media, student teams work with a local nonprofit organization and produce a multimedia story about some aspect of that organization. Each team writes, shoots, photographs, and edits all of the material for the story. Each team also provides a storyboard that captures each phase of the story, and shows how all of the material for the story (text, graphics, video, audio, etc.) fits together. In addition, the team designs a plan for coordinating social media to publicize the story.

UA’s College of Business Administration includes hands-on, community-based learning in many of its classes. Senior management students take the Management Project course in their last semester. In this class, students work as members of consulting teams to solve problems for local nonprofit organizations. The consulting is pro bono. In this community engagement project, students develop skills in field-based management problem solving, project management, and requirements analysis under conditions of uncertainty in a collaborative, interdisciplinary team environment. In some classes, all student teams focus on the same problem—and at the end of the semester they compete to present the best solution.

One of the primary aims of the nursing course, Nursing of Communities, is to have students teach groups of individuals about the importance of health-related behaviors. After observing that numerous children staying at a local homeless shelter seemed to lack empathy, recognition of their own feelings, the ability to problem solve, and other social and emotional skills, an ongoing service learning project was developed at the homeless shelter to provide pediatric nurse practitioner students the opportunity to interact with these children in a less traditional setting; this exposes students to more realistic challenges than a typical educational medical setting.

**Graduate Studies**  
Yes ☑  No __

The Industrial/Community Assistantship Program in Graduate Education represents a partnership between UA and the business, public, and communities of Northeast Ohio and is an excellent example of the Akron Model in action. It is intended to further graduate education by providing students with opportunities to refine their training in settings where they can also
contribute to the quality of work and community life. The program links advanced graduate students to on-going work in the community through organization-sponsored assistantship opportunities.

Participating organizations will provide one or more Industrial/Community Assistantships to current University of Akron graduate students. Each assistantship will be a semester, a 9-month, or a one-year renewable appointment. Stipends of between $12,000 and $30,000 per academic year will be provided by the sponsoring organization through The University of Akron Office of Research Administration, depending on the discipline and the length of the appointment. As part of the program, a matching tuition scholarship is provided to the student. Under the terms of the assistantship, participating students work 20 hours per week as directed by the organization. Participants will be selected by the organization from eligible students recommended by the University. Assistantship duties must be consistent with the educational needs of the students as well as providing a benefit to the sponsoring organization. A simple contractual system has been established to handle financial details.

An organization interested in establishing an Industrial/Community Assistantship Opportunity proposes how their training opportunity will utilize the skills of a graduate student, thus contributing to the student’s further training. The organization must provide the University with the specific discipline and/or skill set that are required of the student. Requests are made to UA’s Graduate School for referral to the appropriate academic departments which will provide candidate students for selection by the organization. Assistantships begin in mid-to-late August to coincide with the University’s academic calendar.

During the 2012-13 academic year, 44 graduate students participated in the Industrial/Community Assistantship Program. They were supervised by 23 faculty members in 6 different colleges: Buchtel College of Arts & Sciences (13 students), the College of Business Administration (12 students), the College of Health Professions (3 students), the College of Education (1 student), the College of Engineering (3 students), and the College of Polymer Science & Polymer Engineering (12 students). The graduate faculty represented 17 different schools or departments. Nine students participated in a community assistantship with a foundation or nonprofit; one student served an assistantship at a higher education institution; and 8 students served an assistantship in local government.

Additionally, students have the opportunity to participate in the Innovation Corps (I-Corps), an NSF program, which develops viable commercial products from federally funded research. In 2013, UA joined only two other universities in the national to receive $300,000 to help cultivate the next generation of successful student entrepreneurs. I-Corps teaches graduate students how to quickly turn innovative research into commercially viable products or services that will be successful in the marketplace and build better communities.

Other Yes__ No _X_

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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 learning through the scholarship of teaching and learning (SoTL), i.e., publishing articles, making presentations, conducting students 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.

The Institute for Teaching & Learning has provided support for faculty members interested in incorporating community-based teaching and learning into courses, and has provided stipends for faculty to incorporate curricular pedagogies into their existing courses. Some noteworthy UA faculty engaged in SoTL include:

1. Dr. Carolyn Behrman chaired a session and presented a paper at the 2013 Society for Applied Anthropology’s Denver conference, entitled “Miss Communication and Trashformation: The Story of How Good Data Are Not Influencing Policy.” At that same conference, she led a discussion on “Community-Based, Community-Driven Research: Reflections on Where We’ve Been and Where We’re Going.” In 2012, she gave an invited lecture for the Trevor W. Purcell Memorial Speaker Series at the University of South Florida entitled, “Teaching Through Research: Food Insecurity at an Urban Elementary School.”

2. Faculty from three colleges received NSF-SENCER and NSF-CCLI grants that supported creation of a STEM Learning Community for non-science majors. Peer-reviewed articles and presentations included: Ethel R. Wheland, William J. Donovan, J. Thomas Dukes, Helen K. Qammar, Gregory A. Smith, and Bonnie L. Williams (2013). Green Action through Education: A Model for Fostering Positive Attitudes about STEM. “Journal of College Science Teaching,” 42 (3), 46. Dr. Donovan gave the 2nd Annual Kramer Memorial (invited) Lecture for the Department of Chemistry and Biochemistry at the University of Delaware in 2013, entitled “STEM Education Research with Non-STEM Students: Rewards and Challenges.”

3. Dr. Janet Bean’s article written with Peter Elbow, “Free Speech and Freewriting: A Pragmatic Perspective,” was published in the Journal of Teaching Writing 25.1 in 2010. Other SoTL presentations included: “Metacognition and Misguided Strategies: What We Learned about Student Reflection from a Large-Scale Assessment of First-Year Composition Portfolios,” at the 2013 Critical Transitions: Writing and the Question of Transfer Conference at Elon University, and as featured speaker at the 2012 Conference on College Composition and Communication in St. Louis; she presented, “Finding Resonance: African-American Students’ Use of the Vernacular in Academic Writing.”

4. The Akron Color Line Project (now Akron Story Circle Project), which involves James Slowiak (Theatre), Carolyn Behrman (Anthropology), Bill Lyons (Political Science), Patricia Hill (Communication), Donna Webb (Art), Amy Shriver Dreussi (Summit College), and Sandra Spickard-Prettyman (Education), engages Akron community groups in the Story Circle process. Students transcribed the stories and wrote papers analyzing these as primary source data. Faculty provided training workshops using the process with Akron Public Schools. They presented at the 2010 conference honoring Ethnic Studies scholar Ron Takaki at the College of Wooster.

5. Dr. Timothy McCarragher, Naomi White, and M.A. Spence published and made
international and national presentations focusing on Field Placements in Social Work. Undergraduate students complete 450 hours and graduate students complete 900 hours of field placement hours. Field placements are throughout the NE Ohio area in settings ranging from homeless shelters to nursing homes, from hospitals to prisons. White, N., Spence, M.A., & McCarragher, T. (2011). Field placement disruptions: The CIA approach. E-Field Educator. Volume 1.1.

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.

In 2009, The University of Akron formally created the position of Associate Director of ITL to oversee service learning at the University. Since then, the opportunities for and success of SL at The University of Akron have expanded greatly. In its first four years, the new office created solid partnerships with more than 100 community organizations, and by 2013, it involved students in 389 service-learning courses per year. Almost $100,000 in grants was received from the National Center for Science and Civic Engagement, over $10,000 from Ohio Campus Compact, and $40,000 from the United Way of Summit County. The SL office within ITL exists to foster student engagement and enhance learning through SL at The University of Akron. Some of the services offered to faculty include: assistance integrating SL projects into coursework, training workshops on various aspects of SL, aid in developing and sustaining relationships with community partners, and support through writing and implementing SL grant proposals. Realizing that creating a permanent and independently-focused Center for Service Learning would help ensure that The University of Akron continues to focus on experiential learning while striving to interact with and aid its surrounding communities, a proposal for an endowed center was developed in 2011. This has been shared with the UA Department of Development so that the Development officers can share the proposal with potential interested donors.

It is anticipated that expansion of curricular engagement in general, and service learning specifically, will positively impact: students’ completion of General Education required classes, the retention and graduation of students, growth in their knowledge and application of concept, students’ appreciation for Civic Engagement/Community Involvement, and the development of human capital/social capital.

In addition to the SL office, The Akron Experience was launched in 2012 with the goals of blending academic and experiential learning with each student’s capabilities, helping to make the transition from campus to community seamless, and creating a new generation of civic champions by experiencing the combined power of culture and knowledge to advance society and the economy. Vision 2020, UA’s strategic plan that was also launched in 2012, includes a statement explaining that some of the quality assurance metrics used to determine academic excellence will be the number of internship, co-op, and SL experiences in which UA students participate. The appointment of the VP of Strategic Partnerships & Chief of Staff to
lead and further develop the University’s community engagement initiatives points to the importance of this for UA.

There are several examples from across UA’s campus to reinforce its trend toward expanded community engagement. For example, in the past academic year UA has placed federal work-study students in nonprofit agencies located in the area around the University. Additionally, in order to encourage companies to hire engineering co-op students, the College of Engineering wrote a proposal and received a grant from the Ohio Board of Regents for $1 million; these funds provide matching salary money for companies hiring co-op students for the first time.

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.)

Outreach—Workforce development & continuing education
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:

The University of Akron Business Solutions (UABS) team has recently undergone a transformation, assimilating the resources of six regional locations into one central office on the Akron campus, and creating a condensed and focused business plan that aligns with the University’s strategic plan, Vision 2020. Previously, the Office of Continuing Education and Workforce Development reported through the Dean of Summit College, but with retirements and reorganizations, that office now reports through the Associate VP for Enrollment Management and has adopted a new name. UABS has developed a pioneering strategy for leading the region in business development consulting. This is the first of three main initiatives, operating centrally within a multiple county area, and serving a number of industries.

UABS is transitioning from a strictly noncredit education department to a multifaceted gateway of University resources to serve business and industry. Widening the portfolio of offerings and connecting more resources with more corporations improves local economies and adds value to the University brand in the minds of local business leaders. This also establishes the University as an industry authority and source for training and development across Ohio’s top grossing industries.

A new outreach program developed since the last report is The University of Akron/Summit County Sheriff’s Office Ohio Peace Officers Training Academy (OPOTA). This unique collaboration allows students to have an “on campus” experience at UA and benefit from first-
class ranges and other facilities at the Sheriff’s Greensburg Road site. Instructors are experienced law enforcement officers, from departments across the region, and well-respected UA faculty members. This academy provides cadets with thorough, comprehensive training to develop policing skills, enhance leadership abilities, and promote a solid ethical foundation. The 580-hour program prepares cadets to pass the Ohio State Peace Officer’s Certification Exam. The training covers firearms, subject control tactics, physical training, classroom training, and scenario-based training, while core values of professionalism, obligation, leadership, integrity, courage, and excellence are stressed and reinforced. Upon completion of the academy, cadets will enter the profession with the knowledge and skills necessary to effectively perform their duties as law enforcement officials. In addition, cadets will be eligible to receive 12 credit hours that apply to the degree in Criminal Justice at The University of Akron.

The Training Center for Fire and Hazardous Materials brings UA’s Summit College, government agencies, and industries together into one comprehensive, regional center to integrate educational programs, fire and hazardous materials training, and other related applications of fire and safety technology. Training encompasses all phases of hazardous materials containment, industrial fire brigade response and suppression, confined space entry, trench rescue, and first aid.

In addition, Emergency Management contingency planning and domestic terrorism preparedness have recently been included as workshops offered through UABS. Emergency Services Professional Development workshops, seminars, and training prepare students for progression into emergency service and Associate and Bachelor’s degree programs. Articulation efforts with the Ohio Board of Regents and Summit College’s Department of Public Service Technology support students seeking to earn college level credit through these experiences.

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:

While funds throughout the University are extremely tight, student organizations and advisers across campus are committed to outreach to the community. A positive change is that students seem more interested in providing service than ever before. From July 2012-June 2013, student-athletes, members of InterFraternity Council (IFC), National Pan-Hellenic Council (NPHC), and National Panhellenic Council (NPC), and organizations recognized by the Office of Student Life, provided more than 29,000 hours of service to the community. This translates into approximately $230,000 in work provided (at a minimum wage rate of $7.85 per hour) to local nonprofit organizations and Alternative Spring Break service sites.

In 2012-13, Federal College Work Study students were placed not only in University offices on campus, but also in the community. This was the first time in many years that students were assigned to community settings. Students were placed at Asian Service in Action, Inc., Physical
Activity & Character Education (PACE), and in the America Reads program at Leggett Elementary School in Akron.

University Libraries has provided more outreach to the community than when the last report was submitted. Bierce Library provided free archival and records management consulting to Akron Children’s Hospital, Stan Hywet Hall & Gardens, the Pro Football Hall of Fame, and other local organizations. The Director of Archival Services works with local and regional businesses and organizations to provide archiving and preservation of their historical resources. He collaborated with community organizations to install numerous historical exhibits throughout the area to educate the community on Akron’s history and culture. Additionally, he served on the Board of Trustees of the Ohio Museums Association and as a Council Member and officer of the Society of Ohio Archivists, working with museums and historical organizations as well as other archives and records through the city, region, and state.

The Department of Athletics has provided extensive outreach to the Greater Akron community. Athletic team members are very involved in working with community organizations, providing service and expertise to school students as well as hospitals, homeless shelters, juvenile detention centers, and summer camps. UA Education Day was an example of outreach by the MAC-Championship Women’s Basketball Team to 430 Akron-area 5th graders. Weeks before the game, students were given information packets including the basketball program’s history and bios of the players. Students were also given questions to answer during the game, such as: Who is the tallest player, who had the most points and fouls by halftime? Athletic facilities at UA, including the new football stadium, basketball arena, soccer stadium, field house, and softball-baseball fields have all been used by high school districts, and community youth leagues for games and tournaments. The Student Recreation & Wellness Center has been donated as the venue for a Boys and Girls Club fundraiser. The Akron Marathon route goes through the campus and numerous University faculty, administrators, staff and students participate. Campus facilities were also used by the LeBron James Foundation for Mr. James’ bike give-away program for underprivileged children in the Akron community.

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).

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.

UA’s relationships with most community partners included in the previous application are very strong. Exceptions include the COPC Grant (expired), and University Park Alliance, which established itself as an independent entity apart from UA, and has suffered from leadership and funding challenges. Some points of pride include:
Make a Difference Day has grown in its reach throughout Summit County, including number of programs and organizations impacted. UA’s Civic Engagement Programs office was selected as a National Honoree for USA WEEKEND and Points of Light Make a Difference program for 2013 efforts on campus/community. UA has supported Make a Difference Day since 2004 and will receive a $10,000 award by Newman’s Own which will be donated to United Way of Summit County.

Rethinking Race has become institutionalized with in excess of 8,000 participants from the University and the NE Ohio community in 2013. It received an honorable mention in USA Network’s nationwide “Characters Unite” contest. SUMMA Medical Center has partnered with the University, sponsoring two major speakers/national experts for the 2-week series each year, and encouraging attendance by their employees as a professional development opportunity.

The Ohio Department of Education recognized Akron Early College High School as a School of Honor, indicating that students had a 90% or better average proficiency rate over a 5-year period on the Ohio Achievement Assessment and Ohio Graduation Tests. AECHS was also recognized as a School of Promise for attaining solid student achievement in reading and mathematics while serving a significant number of economically disadvantaged students.

The Nursing Center for Community Health (NCCH), a Nurse Managed Clinic on campus is designated as a Patient Centered Medical Home (PCMH), serving the working poor and uninsured. A clinical site for students in nursing, nutrition, social work, medicine and pharmacy, it was designated as a Health Service Corps (HSC) site by Health Resources and Services Administration, a federal agency. Since 2008, NCCH has expanded to include 7 satellite clinics, providing access, enhanced health care delivery, care coordination, and improved health outcomes, with 5,000 patient visits per year.

The Medina County University Center has increased student headcount by 83.5% and credit hours by 94% since the previous report. A significant increase in graduate headcount was the result of Saturday MBA and graduate Education programs. MCUC offers undergraduate courses in general education, business, organizational supervision, and nursing. Beginning in 2009, UA collaborated with Lorain County Community College to offer courses in Brunswick.

UA’s Research Foundation has created more than 50 spin-off companies, participated in five joint ventures with major corporations and invested $500 million in companies selected to present to its 550-member archangel network. UARF manages 286 U.S. patents, 430 patents worldwide, and is engaged in 115 industry-sponsored research agreements.

Many community partners spotlighted in this document have developed in quality and scope, or have become a major new partnership for the University. Some previous partners helped UA develop relationships with community stakeholders that have resulted in new partnerships.

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?

Individual units have worked over the past ten years to improve their partnerships with the community as part of the University’s strategic plan. Examples of these relationships are representative of those across the University.

Each program, center, and institute associated with the College of Business Administration (CBA) has an advisory board consisting of leaders from local organizations (for profit and nonprofit). The advisory board members are true members in the sense that they help guide curriculum input to ensure that UA students possess the desired knowledge and skills for organizational success. Advisory board members serve as guest speakers; attend “evenings with the professionals” (e.g., evenings with Accountants, or Supply Chain Managers) for informal interactions with students; and provide a source of funds to help support scholarships. Perhaps most importantly, they hire UA students – in both internship and full-time positions. CBA strives to have partner relationships such that UA is the primary provider of talent for local organizations, while the organizations help provide UA with information and resources to best prepare students for the careers they will enter upon graduation.

In addition, most majors in the CBA have capstone courses where small teams of students provide consultation on a specific problem for a local organization. Students utilize prior coursework in a team setting to provide a deliverable, making formal recommendations through presentations to organization executives. CBA does this in order to: 1) provide practical experience to students in a real-world setting, 2) help students apply knowledge and skills, 3) improve local organizations and thus the regional economy. One benefit of this experience in capstone courses is that often organizations are so impressed that some students have received job offers after these presentations. Feedback has indicated that many of the companies have actually implemented recommendations from UA student teams.

In 2011, the University created the uArts initiative through the Office of the President and the Office of Academic Affairs to provide students, faculty and staff with opportunities to engage and partner with local community arts organizations. The uArts initiative aligns with the University’s strategic plan, Vision 2020, and its pathway of campus and community enhancement and engagement. uArts supports UA efforts to increase its cultural arts capacity and civic engagement opportunities. The uArts ticket program, ZipTix, provided nearly 10,000 tickets to 55 different events through the University’s E J Thomas Performing Arts Hall. Buchtel College of Arts and Sciences is the main academic partner on campus and an Associate Dean is the uArts administrator. Community members of uArts include the Akron Art Museum, the Akron Symphony and the Akron Youth Symphony, Tuesday Musical, the Akron Civic Theatre, and Actors Summit.

Beyond these representative examples, UA’s creation of positions dedicated to fostering community partnerships, as indicated in the response to question B2, has impacted the number of partnerships initiated and sustained. The positions dedicated to this goal, including the
recent addition of the Vice President for Strategic Partnerships, illustrate UA’s sustained commitment to its community from all levels of the University.

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

Partnerships are assessed in a number of ways, including whether they benefit the entire University or a specific college, department, school, or other unit. The University seeks to discover whether the investment it is making into the partnership provides a return to the institution and whether UA students benefit from the partnership. To help answer this question, the University gathered a multitude of qualitative data by interviewing a wide network of colleagues, including deans, administrative leaders, and community members. Up until 2012, this information was shared through the work of the Engagement Council. This Council was disbanded by the Provost in favor of a more decentralized model to give individual colleges and departments the power and opportunity to assess their own work. The decentralized model means that faculty or administrators in each college or department must collaborate to share information about what experiences other campus colleagues were having with community partners.

Additionally, the Associate Director of ITL provides information for faculty about partners who are open to service learning opportunities. She has built a network of partners upon whom she can call to add to curricular engagement opportunities. At the conclusion of each semester, community partners and faculty members utilizing service learning pedagogy complete a survey about the experience. This information is invaluable as the University grows the service learning program.

As an example of lessons learned through these assessments, UA determined that if service learning opportunities are imbedded in first-year courses, the University must provide transportation to the community partner’s site, as many of the students participating do not have cars on campus. This is an important point of which faculty need to be aware as they are planning to incorporate this pedagogy in their first-year course. As long as the partner is within walking distance, students have participated willingly; with partners who were further from campus, UA has to arrange transportation, sometimes using the UA campus bus service. This is also true for Make a Difference Day, the national day of service in October. Campus buses take students to locations throughout Greater Akron and Summit County.

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 for community benefit or to improve, critique, promote, or reflect on partnerships. Also, describe how this scholarship has been supported since your last classification.
Faculty are active within the Greater Akron and NE Ohio communities and many have collaborated with community partners to produce scholarly products that benefit the community. The work may be supported by grants, but products resulting from these outreach activities/partnerships are taken into consideration during annual faculty evaluations. Examples of faculty producing scholarly products that benefit the community include:

Dr. Carolyn Behrman (Anthropology) partnered with an elementary school food provider, a principal, and a science teacher for more than five years. Dr. Behrman pairs her students with these partners to address food insecurity in a low-income neighborhood adjacent to UA. In 2009, their collaborative research found statistically significant evidence of food insecurity, and subsequent collaborative efforts resulted in the creation of an ongoing, direct-to-child, food-supplement program linking the school, a local food pantry, church and community center. UA student, faculty, and administrative volunteers have contributed to the ongoing effort known as the “PB&J Project.”

Dr. Mary Jo MacCracken’s Sport Science and Wellness Education students assisted professional instructors at the tennis assemblies organized at 11 Akron schools by the United States Tennis Association—Midwest Section and the Northeast Ohio United States Tennis Association. The schools were chosen because their physical education programs have added tennis to their curriculum. Each assembly was attended by 75 to 400 children. Because they are part of the Fed Cup Leave A Legacy program, each of the 11 schools was given 20 racquets, 24 balls, and tennis tape.

Dr. Elisa Gargarella, Mark Soppeland, and other faculty in the School of Art, collaborate with community partners to produce public art that supports cultural, conservationist, and ecological efforts with the help of a resident artist. Supported by the Lola Isroff Charitable Trust, faculty direct the “Arts LIFT” program for urban youth, and assist them in the design and implementation of major public art for the region. Partners include businesses, churches, an ecology center, the Cuyahoga Valley National Park Association, Stan Hywet Hall & Gardens, and the Akron Zoo. Additional support for Arts LIFT has come from Angel Falls Café, University Park Alliance, and the Knight Foundation.

Dr. Rebecca Erickson (Sociology) has conducted research that involves and impacts the community. She has presented her research on burnout and compassion fatigue among nurses at numerous hospital and community events. She served as a speaker at a forum hosted by the Margaret Clark Morgan Foundation in September, 2013, entitled “Compassion for the Compassionate: Supporting those Serving Others,” at which 500 mental health, local professionals, and community members took part.

Drs. Michael Nelson, and Elizabeth Erickson (Economics), and Dr. Linda Barrett (Geosciences) worked with key stakeholders in the Summit County Engineer’s Office, the Akron/Summit Convention & Visitors Bureau, the Ohio Travel Association, and the City of Akron to collect data and develop a report highlighting the contribution of Summit County Metroparks to the local
economy. This economic impact study was commissioned by Metroparks last year and was used in support of the tax referendum last November, which passed.

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.

Over the past 15 years, but certainly in the years since the first application to the Carnegie Foundation, The University of Akron has strengthened the foundational and inseparable bonds that link this University to its community as well as to the larger, regional community of Northeast Ohio. UA administrators, faculty, and staff believe the institution has the capacity and responsibility to improve the future through strategic partnerships. The UA partnership vision is to strengthen the City of Akron, the County of Summit, the region, and the nation through collaborative works. Collaborations will have measurable impact in the areas of education, civic learning and enhancement, research, and economic development. Partnerships will be aligned with the University’s mission, strategic priorities, and aspirational goals as outlined in the University’s Strategic Plan – Vision 2020. Partners will be representative of the University’s academic disciplines, commitment to arts and intercollegiate athletics, community, students, and regional, national, and global economic ecosystem.

The University of Akron will work to strengthen its role as convener of collaborations and collective initiatives. UA will expand its capacity to partner with communities, business and civic organizations, industries and governmental entities in ways that are mutually beneficial to students, faculty, and staff through the exchange of human and fiscal resources, research commitments and other reciprocal agreements that bring comparable value to all parties. The University is grounded in the belief that its future success lies in the success of undergraduate and graduate students and the vitality of its partnerships. Rather than merely increase the number of partnerships, the focus in the years ahead will be to increase the impact of the University’s current outreach initiatives and strategically invest in new partnerships.

III. Wrap-Up
1. Use this space to describe any additional changes since your last classification not captured in previous questions (optional)

The Akron Model establishes the University as a robust, broad-based platform or “tool chest” for economic development in partnership with community development. With the principles of relevance, connectivity and productivity as a foundation, the Akron Model employs two primary economic development drivers as part of its overall strategy: the enhancement of physical, economic, and social infrastructure, and the leveraging of resources through collaboration.

Since the last report, The University of Akron has grown into a heightened regional catalyst for
collective impact, facilitating and promoting collaborations among the region’s civic, corporate, philanthropic and institutional players. Many of the initial major initiatives of the Akron Model—like The University of Akron Research Foundation (UARF), the Austen BioInnovation Institute in Akron and the National Center for Education and Research on Corrosion and Materials Performance—created positive results in their own right.

For example, UARF is a nationally-recognized model for excellence in commercializing and licensing university- and externally-generated technologies. In collaboration with Austen BioInnovation Institute in Akron, UARF won an inaugural $1 million 2010 U.S. Economic Development Administration i6 Challenge award. UARF also played a major role in UA’s selection as an NSF I-Corps Site to teach faculty, technical students and the community entrepreneurial principles. The research foundation fosters collaborative relationships with UA faculty that have led to a 300-percent increase in invention disclosures over the past decade. It also promotes a deeper understanding of the corporate culture of licensees that results from a Technology Transfer Office staff with more than 100 years of collective industry experience.

ARCHAngels brings together promising technology companies and Angel investors, focusing on companies from Northeast Ohio that leverage the region’s strengths in health care, information technologies, polymers and other advanced materials. Since its creation in 2005, ARCHAngels has presented more than 100 emerging companies to its network, leading to more than $500 million in follow-on funding. ARCHAngels encourages entrepreneurial professors and students to attend its events and was instrumental in the creation of the Northeast Ohio Student Venture Fund, which provides UA and Kent State University students with the experience of performing due diligence on early stage technologies.

More recently, as national and regional policies have promoted renewal of the country’s manufacturing base, new initiatives have been added to the Akron Model to promote greater collaboration and engagement among private and public sectors: the National Center for Education and Research on Corrosion and Materials Performance, the Timken Engineered Surfaces Laboratories, the National Additive Manufacturing Innovation Institute, and many more.

One indication of the Akron Model’s success is the range of requests received for presentations on the model. Since the last report, the University has presented the Akron Model at more than a dozen national and international conferences in North America and Europe.

The Akron Model recognizes that an institution’s own long-term competitive and comparative advantages are inextricably tied to the health of its regional economy. Through synergy and collaboration, opportunities can be leveraged and challenges overcome for the benefit of all.