A Commitment to Community

The University of Kentucky Carnegie Report on Community Engagement

SUBMITTED BY
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Provost’s Workgroup

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I. Foundational Indicators

A. President’s Leadership Statement

April 11, 2014

Community Engagement Elective Classification Reviewers
The Carnegie Foundation for the Advancement of Teaching
c/o New England Resource Center for Higher Education
College of Education and Human Development
University of Massachusetts, Boston
100 Morrissey Blvd.
Boston, MA 02125

Dear Carnegie Review Committee:

Community engagement has been a guiding principle for the University of Kentucky (UK) for nearly 150 years. Established in 1865 as a land-grant university, UK has grown into Kentucky’s flagship, research institution and supported the state, national and global communities it serves.

Engagement is a distinguishing principle that unites our campus and core missions of teaching, research, service, and patient care. It is an unassailable priority of my office and the senior leadership of the University, and it is a central message as we meet with lawmakers, business and industry leaders, community constituents, alumni and friends. The stories we share and hear further connect our campus to those we serve.

The legacy we leave, aligned with our covenant to improve the well-being of those we touch and teach, provides the foundation for priorities that promote student, faculty, and staff engagement with communities across the state, nation, and world.

The College of Agriculture, Food and Environment (CAFE) – through the Cooperative Extension Network – provides UK with a physical presence in all 120 Kentucky counties.
CAFE’s outreach extends to farmers, families, and small-business entrepreneurs; its research faculty have powerfully impacted key Kentucky agricultural industries and created jobs through the commercialization of discoveries.

The College of Education and six other UK colleges are shaping the future of PreK-12 education, its leadership and the teachers who mentor Kentucky’s youth. Whether through global initiatives supporting student and faculty research or our work in improving Science, Technology, Engineering and Math (STEM) education in rural Kentucky, faculty and staff across UK are engaged in the next generation of curriculum development and educator preparation.

Our College of Medicine was among the first in the country to create a curriculum that diagnosed and treated illness at a community level. Today, our full complement of health-related colleges serves urban and rural areas across the Commonwealth. From providing dental services in rural Appalachia to free medication through the Faith Pharmacy in urban Lexington, our health colleges are committed to improving the well-being of those we serve.

The colleges of Engineering and Design collaborated on the Houseboat to Energy Efficient Residences project to help revitalize the houseboat manufacturing industry in southeast Kentucky by repurposing factory lines to produce energy efficient homes. Faculty, staff and students in the College of Fine Arts reached 620,000 people across 50 Kentucky counties through performances, exhibitions, teaching and arts engagement in 2012.

As we continue an unprecedented public/private partnership to revitalize our residence halls, we are developing new Living-Learning Communities that encourage engagement and connect students with community and prepare responsible citizens. These communities focus on contemporary issues such as sustainability and the environment, global citizenship, and entrepreneurship. They bring together several high-impact practices so students develop socially and intellectually in a collaborative environment.

The “Finish with Class” initiative prioritizes improvements in retention and through service-learning and engagement programs that connect students to their community. The model is designed to link institutional and community resources in ways that serve our academic purposes, improve student success, and uplift others.

This is only a small sample of our ongoing community engagement at the University of Kentucky, and we continue to place a high priority on this work.
The senior administration’s commitment to engagement – evident throughout our history – is central to our recent planning documents. The 2009-2014 Strategic Plan lists among its objectives the goal to, “Improve the Quality of Life of Kentuckians through Engagement, Outreach and Service.”

As a new strategic planning process comes to a close, our Board of Trustees’ commitment to community has endured. The new “see tomorrow.” 2014-2020 Strategic Plan for the University of Kentucky includes engagement among the approved priorities, challenging UK to, “Have a Meaningful Impact on the Commonwealth and the Community.”

Our commitment to the people we serve is resolute. The enclosed application reflects the richness of UK’s engagement through our culture, infrastructure, curriculum, outreach, and partnerships. This process challenged us to reflect on our strengths and future opportunities to further embrace and enhance our mission as our Commonwealth’s indispensable institution.

Sincerely,

Eli Capilouto
President
a. President’s Annual Addresses:

Community engagement in many forms helps to advance our vision, mission, and institutional priorities at every level of the UK landscape. An overarching framing of our purpose as an institution was initially articulated by President Eli Capilouto when he spoke of the Kentucky Promise during his 2011 University Investiture Ceremony on October 18, 2011.

(https://www.uky.edu/President/speeches/Investiture_Address.pdf)

“You cannot help but be moved by this university’s unquenchable thirst for knowledge and steadfast devotion to service. And it is just not on this campus. I have seen it in every corner of our Commonwealth. It is an idea not captured in statistics or in an abstract narrative. The University of Kentucky is a promise -- one that is manifest in each of us. It is a promise we have all made to each other....

This shared covenant calls upon the University of Kentucky to be a shining beacon for the Commonwealth of Kentucky—building a bright future for the people we serve through a comprehensive academic experience that prepares students to compete in a global, 21st century economy; groundbreaking research and discovery that pushes the boundaries of science and improves industry; and outreach through our extension network and critical care medical enterprise to uplift communities and citizens of the Commonwealth.”

In President Eli Capilouto’s first major address to the Governor’s Conference on Postsecondary Education, he illustrated UK’s unique commitment to the state as an engaged land grant university that also birthed a medical school):

“Unlike most curricula around the country, the [UK] College Of Medicine required its students to spend six weeks to learn how to diagnose a community, to look at everybody, [and] to see how they could work in partnership with others to solve the community’s needs. That’s the tradition at [UK], and I find evidence of that every day.”

Date: September 23, 2011
Link: https://www.uky.edu/President/speeches/CPE_Conference.pdf
At the University Board of Trustees retreat in October 2013, President Capilouto set the stage for a conversation about our future as Kentucky’s indispensable institution. “Along some 1,900 miles [of travel], stories underscore something terribly important and irrefutable to me and that is ‘We are Kentucky.’ In both a physical presence at all our extension centers and through the soulful work of our students, our faculty and staff, we are Kentucky….. [The] rare and rich blend of programs we have allows us to impact Kentucky in powerful ways. And we’ve got to be the place for Kentucky – the place for farmers and families, the place for patients and people, and students in need of our expertise.”

Date: October 2013
https://www.uky.edu/Trustees/minutes/2013/oct_retreat/minutes.pdf

b. President’s Published Editorials

President Capilouto’s editorial pieces have been published online and by print newspapers across Kentucky.

In May 2012, the President submitted an op-ed on disruptive innovation in higher education.

“We need universities to prepare students to lead; to conduct ground-breaking research that extends and enhances life; and to engage with communities in service that sustains and improves quality of life.”

Date: May 23, 2012
Publication: Huffington Post
Link: http://www.huffingtonpost.com/eli-capilouto/higher-education-housing-b_1540798.html

In a January 2013 editorial about UK’s future, President Capilouto highlighted the impact of our health and research enterprise on the state of Kentucky.

“Through our growing health care system in partnership with communities across the state, we are treating many of the most advanced diseases with high-tech care. We work to prevent the most serious of illnesses from developing in the first place.”
As federal support for research grew more constrained, President Capilouto lauded UK’s translational research and engagement and underlined the importance of continuing these efforts.

“In Lexington, a company by the name of Allylix is producing natural flavors and scents derived from yeast-based research developed in our College of Agriculture ... UK’s Center for Applied Energy Research is developing technologies that can answer serious questions that challenge the global energy economy and essential Kentucky industries.”

He reiterated this priority in a joint op-ed with University of Louisville President, Dr. Jim Ramsey, identifying breakthroughs in research and treatment as well as collaborations with state partners like the National Guard.

“These breakthroughs aren’t from laboratories on the east or west coasts or from Ivy League schools. They are happening in Kentucky at our state’s two research institutions ... And they are but a few among dozens of examples that carry the potential to change the health and economy of our state.”

UK’s commitment to community is succinctly summarized in President Capilouto’s closing comments in The Lane Report.

“The infrastructure UK is restoring on campus; the quality, diversity, and size of the classes being admitted; the achievements UK has had in research; and the service UK provides through its extension centers. I find this to be the glue that holds Kentucky together. Despite the many challenges, the University of Kentucky is going ... to be a promise that ensures hope and a guiding light to overcome any obstacle we face.”
**c. Campus Publications:**

In his first few months in office, the President visited extension agents, business leaders, lawmakers, alumni, and community stakeholders across Kentucky. His experiences helped frame the Kentucky Promise, and he used these opportunities and the alumni magazine to share this vision with UK alumni and communities.

“It is an ambitious agenda, but we must do what is necessary so that we can achieve what is great and what is expected of us as the Commonwealth’s beacon ... Our mission is based on a profoundly important idea that a nationally and internationally renowned university can be the catalyst for change and growth in the 21st century. That mission – our promise to Kentucky – has never been more vital.”

**Date:** Spring 2012  
**Publication:** Kentucky Alumni  
**Link:** [http://issuu.com/kentuckyalumni/docs/spring2012](http://issuu.com/kentuckyalumni/docs/spring2012)

President Capilouto firmly believes the impact of that promise is manifest in our people. One poignant example is his sharing the story of Extension Agent, Sarah Fannin, in UKNow, a campus publication shared on the university website and distributed by email to the university community.

“In early March [2012], devastating tornadoes ripped through Eastern Kentucky, leveling the town of West Liberty, where our Extension office is located. Leaving the town unrecognizable to its citizens, the storms also decimated UK’s Extension office. The following morning ... Sarah was busy at work running the Extension office from her living room. This remarkable story is a profound example of the critical impact and support we provide to countless Kentuckians...”

**Date:** December 27, 2012  
**Publication:** UKNow  
**Link:** [http://uknow.uky.edu/content/year-review-0](http://uknow.uky.edu/content/year-review-0)

A central tenet of the President’s annual budget message has been our role as a leader in Kentucky. In 2012, he stated:
“Over the last century and a half, the University of Kentucky has been a proud and worthy instrument for the ideals of the land-grant mission. Our work remains unfinished; the challenges to our state and nation persist, and the flagship research university is more essential than ever before to the establishment of solutions.”

_Date: June 19, 2012_
_Publication: Operating and Capital Budget FY 2012-13: Fulfilling Kentucky’s Promise_
_Link: [http://www.uky.edu/OPBPA/docs/2012-13_Operating_Capital_Budget.pdf](http://www.uky.edu/OPBPA/docs/2012-13_Operating_Capital_Budget.pdf)_

He reiterated this message in the 2013 budget letter:

“The University of Kentucky’s comprehensive commitment, created and nurtured in our land-grant heritage, is to be an unwavering guidepost and leader for the state through our multi-faceted mission of teaching, research, service, and health care…. Today, the spirit and commitment embodied by our shared goals – emboldened by an uncommon expediency to transform our campus core and an infectious resolve to meet the canons of our Kentucky Promise – directs us to lead our community, state and nation through the next century.”

_Date: June 11, 2013_

### d. Other Communications:

As examples of other forms of communication President Capilouto utilized campus broadcast emails and his blog to communicate with on-campus and off-campus constituencies about the impact and meaning of the university’s work.

In his first Thanksgiving campus broadcast message, he recognized and thanked the UK family for their work and engagement.

“A group of students is developing gardening and agriculture initiatives in Owsley County. A continent away [we] are ensuring clean water is available in Ecuador. In China, researchers with our Center for Applied Energy Research are consulting on cleaner, more sustainable production of energy.”

_Date: November 21, 2012_
_Publication: UKNow_
 Often, the stories from the President’s blog have been repurposed by media outlets and shared through various channels with external constituencies. In these statements President Capilouto consistently has called attention to the wide range of community engaged initiatives and activities at UK.

“Report from Frankfort”

“Lexington is our institution’s address, but our home is Kentucky. And it’s where our passion for service takes root and flourishes - from a hospital that reaches across the region and state … to extension centers that touch lives in all 120 counties to teacher training, energy security research and efforts to revitalize industries struck hard by the recession.”

Date: February 3, 2012
Publication: UKNow
Link: http://uknow.uky.edu/content/report-frankfort

“UK Ag Helps Heal Flight 93 Site”

“Volunteers from the College of Agriculture lent their support to southwestern Pennsylvania, where the land was scarred by the crash of United Flight 93.”

Date: September 11, 2012
Publication: UKNow
Link: http://uknow.uky.edu/content/uk-ag-helps-heal-flight-93-site

“A Year in Review”

“Students from the College of Design and the Center for Applied Energy Research partnered with private and public entities to repurpose houseboat manufacturing lines and construct energy efficient residences.”

Date: December 27, 2012
Publication: UKNow
Link: http://uknow.uky.edu/content/year-review-0

“National Center for Innovation in Education”
“Through the P20 Innovation Lab ... we are engaged with teachers and administrators in 26 districts across Kentucky; providing professional development programs, leadership workshops and new skills in STEM teaching.”

Date: February 18, 2013
Publication: UKNow
Link: http://uknow.uky.edu/content/national-center-innovation-education

During the 2013 summer and fall semester, President Capilouto recounted his experience traveling across Kentucky. The President summarized what he saw by stating:

“The travels underscore one important and irrefutable fact: unlike any other institution, our campus is the Commonwealth.”

Date: October 26, 2013
Publication: UKNow
Link: http://uknow.uky.edu/content/my-kentucky-travels
B. Institutional Identity and Culture

1.a. Institution-wide definition of community engagement

Community engagement takes numerous forms at a land-grant research institution such as the UK. More than 6,753 students and 341 faculty and staff engage in numerous initiatives within each college and academic unit and participate in 207 for-credit courses campus-wide annually. These credit-bearing experiences are often subsumed under the umbrella of curricular engagement (i.e., service-learning, community-based learning experiences; see definitions below). In addition to curricular engagement, students, faculty, staff, and community partners are also engaged in robust and reciprocal partnerships through co-curricular service-learning and community-university partnerships through such as the Center for Community Outreach (CCO) in the Division of Student Affairs, the Office of Community Engagement (OCE), or the colleges, departments, and other academic units. UK faculty, staff and students are engaged in these partnerships within communities near and far (i.e., local, regional/state, national, and global).

The Office of Community Engagement defines engagement on its webpage in accordance with Carnegie’s definition as “a collaboration between the University of Kentucky and external partners (local, state, regional, national, global) for a mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.” (See http://www.uky.edu/engageuk/about.php).

In 2012-2013, the process for university-wide adoption of three definitions related to community engagement began with the submission of the definitions by the Senate Admissions and Academic Standards Committee for approval by the University Senate Council (approval date: April 15, 2013). The Senate Committee for Rules and Regulations will confirm the definitions and present to the full Senate for codification by the end of the 2013-2014 academic year.
• Academic service-learning is the most prominent form of civically-engaged teaching and learning evidenced in the UK curriculum and has been defined for the university community as “credit-bearing learning experiences designed to enhance mastery of course concepts and content, gain appreciation of the discipline within its societal context, and promote civic responsibility through meaningful that meets a community-identified need.”

• Distinguished from academic service-learning, co-curricular service-learning is not anchored in a specific course but is defined as “a part of student life experiences, including activities such as student involvement, leadership, and participation in residential life and living-learning communities. Students learn through reflection which links community-identified needs and concerns with their personal values and professional goals. Co-curricular service-learning can be both individual action or student-led initiatives.”

• The university also defines community-based learning experiences as “for-credit courses in which students apply, and thereby achieve greater mastery of, theoretical knowledge in real-world settings under the supervision of a faculty member. Examples include experiential education, internships, externships, co-ops, practica, field experiences, clinicals, residencies, and capstone courses.”

As they are not yet confirmed, these definitions have not been posted to a UK website or included in official university documents. Please find minutes of the April 15, 2013 Senate meeting at:
http://www.uky.edu/Faculty/Senate/senate_council/minutes/2012-2013/SC%20Minutes%20April%202013_TOSC_TOPOST.pdf

1.b. Institutional Priority of Community Engagement

Mission
The university mission statement, as adopted by the University of Kentucky Board of Trustees on June 9, 2009, reads: “The University of Kentucky is a public, land grant university dedicated to improving people’s lives through excellence in education, research and creative work, service, and health care. As Kentucky’s flagship institution, the university plays a critical leadership role by promoting diversity, inclusion, economic development, and human well-being.”

Statutory requirements provide the framework for the university’s mission and establishes UK as "the principal state institution for the conduct of statewide research and statewide service programs." In fulfillment of this requirement, these statutes direct that “the university shall conduct research and service programs including, but not limited to, agricultural research and extension services, industrial and scientific research, industrial technology extension services to Kentucky employers, and research related to the doctoral, professional, and post-doctoral programs offered within the university.”

In conjunction with statutory requirements and governing regulations, UK periodically reviews and revises its mission to address changing circumstances and to serve the people of the Commonwealth of Kentucky more effectively. University Administrative Regulations require review of the mission statement, in concert with revision of the strategic plan, every five years. The mission governs the activities of all university units; includes the tripartite requirements of instruction, research, and service; and emphasizes the significant role of the university in improving people’s lives.

The university publishes its mission statement in various locations. The mission may be found on UK’s homepage and is available on several other web pages, including that of the Office of the President, the Office of the Provost, and in the Faculty Handbook.

UK is guided in fulfilling the mission by its core values which are intimately aligned with a campus that seeks to foster a sense of community and civic engagement. Our values are:

- Integrity
- Excellence
- Mutual respect and human dignity
- Diversity and inclusion
- Academic freedom
- Personal and institutional responsibility and accountability
- Shared governance
- A sense of community
- Work-life sensitivity
- Civic engagement
- Social responsibility

(See http://www.uky.edu/Provost/strategic_planning/).

**UK's Strategic Planning 2009-2014 & 2014-2020**

Goal 5—“Improve the Quality of Life of Kentuckians through Engagement, Outreach and Service”—of UK’s 2009-2014 Strategic Plan is specifically intended to promote community engagement. Three objectives (with eleven strategies) support this goal: (1) enhance faculty and staff connection with community through engagement, outreach, and service; (2) enhance community access to university knowledge and expertise; and (3) enhance external recognition and funding of university engagement, outreach, and service.

The importance of community-university engagement is also evidenced in other Strategic Planning goals. For example, Goal 4, “Promoting Diversity and Inclusion,” includes: “[UK] will prepare students for meaningful and responsible engagement within and across diverse communities. Through its own example and engagement, the university will improve the climate for diversity throughout Kentucky....”

The following excerpts from the Strategic Plan provide examples of UK’s focus on community engagement:

- “Students will be challenged to become active members of their communities, welcoming different points of view and systems of belief while examining and refining their own.”
- “Prepare students for meaningful and responsible engagement within and across diverse communities... enable them to ... attain a deeper understanding of and commitment to authentic democratic values and social justice; embrace a greater commitment to service and leadership for the common good”
- “The university will partner respectfully and responsively, ready always to combine community and university expertise in seeking practical solutions.”

Currently, 113 educational units, eight specialized units, four centers & institutes, and three administrative/support units conduct their own strategic planning, aligning their community engagement objectives with Goal 5. For example, the College of Education’s
Strategic Plan emphasizes community engagement in Field Experiences and School Collaborations, International and Global Initiatives, and the P20 Innovation Lab. The development and implementation of engagement activities reflect the college’s partnerships with state education agencies and organizations. As our current Strategic Plan comes to a close, we anticipate college/unit outcome data for Goal #5.

The planning process for UK’s 2014 - 2020 Strategic Plan, titled “see tomorrow: A Strategic Plan for the University of Kentucky,” is underway and will be presented to the Board of Trustees in June 2014. The strategic planning process is inclusive, with more than 100 members of six working groups led by 12 co-chairs and more than 700 people involved to date, including community stakeholders. One of the proposed goals of the plan is “Have a Meaningful Impact on the Commonwealth and the Community.” The introduction to the first document produced by the Provost-led Strategic Planning team (titled “Understanding Tomorrow: A Research Report on Trends in Higher Education and their Impact on UK”) acknowledges that “Changing social, cultural, and technical trends are forcing today’s postsecondary institutions to rethink the ways in which they teach and prepare students, discover and research new knowledge, and provide much-needed service and engagement to the wider community.”

**Accreditation/Reaffirmation Document/Quality Enhancement Plan**

In 2012, UK submitted a Compliance Certification Report to Southern Association of Colleges and Schools Commission on Colleges (SACS) as a component of reaffirmation. Section 3.3.1.5 of the Compliance Report includes a description of UK’s public service, outreach, and engagement initiatives.

The report documents established organizational policies that support UK’s community engagement. For example, it provides the administrative regulation for faculty workload: “Administrative Regulation 3:8 sets forth faculty workload policy and the expectation that each educational unit is responsible to its dean or administrator for contributing to the University service mission. All full-time tenured and tenure-track faculty members are expected to have a balanced pattern of scholarship and service over their years of employment at the University of Kentucky. Service is divided into three categories: university service, professional service, and external.”
The Compliance Report also includes examples of how UK colleges fulfill their engagement and service mission through units specifically organized to promote public and community service:

- “Area Health Education Centers and the Markey Cancer Center [College of Medicine] …
- Cooperative Extension Service in all of Kentucky's 120 counties [College of Agriculture, Food and Environment] …
- The University Art Museum [College of Fine Arts] …
- University radio station WUKY - the first university-owned FM radio station in America and Kentucky's first public radio station ... began as part of an effort to bring education to isolated mountain populations [University Relations] …
- The University Press of Kentucky the statewide nonprofit scholarly publisher for the Commonwealth of Kentucky serving all state institutions of higher learning and Kentucky's two major historical societies [UK Libraries].”

The SACS report also states: “The Division of Student Affairs makes a significant contribution to outreach and public engagement through co-curricular activities and student development programs fostering volunteerism and civic-mindedness ... UK HealthCare ... contributes significantly to the University’s education, research, and service missions. It is included here in recognition of its substantive contribution to improving the lives of Kentuckians and those beyond the Commonwealth through an extensive healthcare enterprise.”

The SACS report also highlights the curricular changes made since 2008 that support community engagement: “The UK Core, which replaced the University's former General Education component, the University Studies Program, was launched for incoming students in Fall 2011. The UK Core requires a USP minimum of 30 credit hours earned within the program’s curricular framework, which promotes intellectual inquiry, composition and communication, quantitative reasoning, and citizenship; and includes a minimum of ten courses taken across four broad content areas.”

In summary, the SACS reaffirmation report confirms “UK is organized to accomplish its public and community service mission through: 1) colleges, schools, and departments, some with specialized units dedicated to service in the Commonwealth; 2) large and small highly specialized organizational units dedicated to improving the quality of life in the Commonwealth; and 3) administrative support units that provide institutional leadership for outreach and engagement.”

Other Institutional Initiatives

There are a number of institutional initiatives which included community engagement as a strategy in accomplishing their goal or mission. Some of these are highlighted below.

- Campus-wide curriculum revisions implemented during 2012-2013 demonstrate connections to community engagement and service-learning. The newly-adopted Honors curriculum includes a required six hours of engagement in undergraduate research, education abroad, or service-learning. (See http://www.uky.edu/academy/sites/www.uky.edu.academy/files/Options%20for%20Honors%20Experience%20Credit%20-%20Fall%202014.pdf.)

- Recent efforts in undergraduate curricular reform directly reflect an engaged perspective, including language specific to university-community engagement and to education for citizenship. For example, civic engagement is directly linked to the fourth General Education Learning Outcome (Institutionalized December 2008), which states: “Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world.” (See http://www.uky.edu/sites/www.uky.edu.registrar/files/ukc_1.pdf).

- Community engagement is also prioritized in student involvement, leadership, and co-curricular activities. For example, UK's Living Learning Program, “recognizes that college students learn both in and out of the classroom.” (See http://uknow.uky.edu/content/students-live-and-learn-uk). LLPs intentionally engage students in residential and community experiences connected to the curriculum. (See http://www.uky.edu/Housing/undergraduate/llp/communities.html).
2. Significant Changes in Mission, Planning, Organizational Structure, Personnel, Resource Allocation:

UK submitted applications in 2006 (Outreach and Partnerships) and in 2008 (Curricular Engagement). Answers in this application reference both years.

Several major organizational and personnel changes have occurred since our original application. In 2008 the Director of the Stuckert Career Center, which housed UK’s Experiential Education program, left the university. Although her departure resulted in the reduction of funding and resources available in support of service-learning, a number of other units assumed responsibility for the activities previously been funded by this unit. For example, funding for faculty mini-grants, which was the primary support provided by the Career Center, continued through support from the Associate Provost for Undergraduate Education, the Center for Learning and Teaching (CELT), Office of Community Engagement (OCE), Center for Community Outreach (CCO), and the Endowment in Service-Learning.

Since 2008, the university has faced significant budgetary and fiscal limitations. Despite these resource constraints, community engagement has enjoyed significant campus-wide success during this time, primarily due to interdisciplinary and interdepartmental collaboration across colleges and units led by faculty and staff in the units referenced in the preceding paragraph (CELT, CCO, OCE, and the Endowed Professor in Service-Learning). These campus partners began to engage in intentional and strategic efforts to support service-learning at UK in 2009 and have moved this work forward despite changes in organizational support. Through support from programs such as Honors and Undergraduate Education, significant positive outcomes have been achieved, including multiple university-wide professional development activities. (See Question #4, Professional Development).

In 2012, a reorganization of the Provost’s office resulted in the loss of two support units: the Office of the Associate Provost for University Engagement and the Office of the Associate Provost for Educational Partnerships; however, again other units stepped in to bridge this gap. Recognizing the work that continued across units and colleges and acknowledging the gaps created by the absence of these two support units, campus
partners joined in conversation to determine best strategies for advancing service-learning and civic engagement at UK.

In 2012-2013 five committees of campus and community partners, funded by a grant from the Association of American Colleges and Universities (AAC&U), met throughout the year to determine goals and resources necessary to support service-learning and civic engagement, resulting in a proposal to re-establish centralized support for the ongoing work within units and colleges and to provide a vehicle for communication, coordination, and collaboration among campus and community partners. In July 2013 a proposal was submitted to the Provost to establish a Center for Civic Engagement in Teaching, Learning, and Scholarship. With support from the Office of the Associate Provost for Undergraduate Education, the proposal was submitted by several university-wide champions, including the Center for the Enhancement of Learning and Teaching (CELT), the Center for Community Outreach in Student Affairs (CCO), the Office of Community Engagement, and the James W. & Diane V. Stuckert Professor for Service-Learning. Discussions with senior administration about the proposal began in fall 2013 and are ongoing.

3. Changes in Executive Leadership:

UK executive leadership has changed at multiple levels since 2008 as described below.

President Lee Todd announced his retirement in 2011. President Todd had been a visible supporter of community engagement and had sponsored a number of initiatives to support community engagement. For example, he launched an awards program called “Commonwealth Collaboratives,” which was designed to address entrenched problems in the Commonwealth through the collaboration of communities, faculty, and students. These projects helped to improve the health, education, economy, environment, natural resources, and quality of life of Kentucky residents. Between 2005 and 2010, 47 awards were made from targeted university funds to support these collaborative projects. Two of these community-based programs were named Exemplary Projects by the Association of Public and Land-Grant Universities (APLU).

In 2011 Dr. Eli Capilouto became the 12th President of the University of Kentucky. Since his arrival, President Capilouto has engaged with university and community stakeholders to
renew the founding mission of our public, flagship, land grant, research university. Dr. Capilouto has focused much of his efforts on the undergraduate experience, including the Honors program. In 2011 Capilouto announced plans to “launch a dynamic Honors Academy in fall 2012 which will serve as a magnet for the best and the brightest high school graduates in Kentucky and beyond.” In addition to honors courses, the UK Honors Academy will guarantee Honors students such opportunities as living learning communities, support in applying for external scholarships, faculty and peer mentoring, education abroad, and service-learning and community engagement. (See http://www.ukalumni.net/s/1052/index-no-right.aspx?sid=1052&gid=1&pgid=2558).

Following the retirement of President Todd, Provost Kumble Subbaswamy left the university to become the chancellor at the University of Massachusetts Amherst. President Capilouto appointed the Dean of Pharmacy, Dr. Tim Tracy, to serve as the Interim Provost in 2012. Interim Provost Tracy implemented a number of changes in the organization of the Provost’s office, including those mentioned previously and the formation of a new position: Vice Provost for Student Success. A number of initiatives that supported engagement were implemented through the Vice Provost’s office. (See discussion of Rethinking Retention and Finishing with Class in Supplemental Question #16).

Dr. Christine M. Riordan, previously Dean of the Daniels College of Business at the University of Denver, became Provost of UK in July 2013. Provost Riordan has recently begun work on a new Strategic Plan and has focused her energies in this task. The draft Strategic Plan includes eight foci, one of which is “Have a Meaningful Impact on the Commonwealth and Community.” This focus is intended to identify “the most impactful ways to serve the Commonwealth of Kentucky and identify outreach and engagement activities that will make a positive impact on the community.” (See Question #1b Institutional Identity and Culture for further discussion of UK’s 2014-2020 Strategic Plan; http://www.uky.edu/strategic-plan/).
C. Institutional Commitment

Infrastructure

1. Campus-wide Coordinating Infrastructure (center, office, etc.) to support and advanced community engagement and you reported how it is staffed, how it is funded, and where it reported to.

Organizational and unit changes are described below. Partnerships among units have grown significantly.

The Office of Community Engagement (OCE) was established in 2007 to support and create opportunities to meet the economic, health, and educational needs of communities by strengthening community-campus connections. OCE moved from rented space off-campus to the heart of campus and is housed in Main Building with other core administration (i.e., President, Provost, Senate Chair), strengthening its role in integrating engagement efforts with institutional priorities. As of 2012, the Assistant Vice President for Community Engagement reports to the Executive Director for Public Relations and Marketing. (See http://www.uky.edu/engageuk/about.php).

The Stuckert Endowment in Service-Learning (established in 2007, since original classification) supports 30% of an Endowed Professor’s time to strengthen and broaden faculty participation, identify new and deepen current partnerships, access funding, disseminate information and research, and chronicle service-learning at UK. (See http://education.uky.edu/EDSRC/content/spotlightarchive).

The Center for Community Outreach (CCO) in the Office of Student Involvement in Student Affairs provides a bridge between curricular and co-curricular student experiences. CCO staff and Program Director for Civic Engagement coordinate programs in civic engagement, leadership development, and social justice education. CCO’s growth is evidenced by increased fiscal resources ($333,400 current budget compared to $84,500 in 2009), personnel (3 FTE staff and 1 Graduate Assistant currently compared to 1 FTE staff and 1 Graduate Assistant in 2009), and student participation (current average of 300 programs annually compared to 37 in 2009). (See http://getinvolved.uky.edu/cco).
The Center for the Enhancement of Learning and Teaching (CELT), which supports service-learning through funds and personnel, changed administrative homes twice since 2008 and is now housed in the Office of the Associate Provost for Faculty Advancement (highlighting UK’s interest in aligning and co-locating faculty development resources). CELT provides connections to faculty, professional development, and pedagogical resources. As one example, CELT staffed UK’s first faculty learning community in 2009. (See www.uky.edu/celt).

The Associate Provost, Division of Undergraduate Education, is an advocate for community engagement. Together, he and the Assistant Provost for Program Development fund (with internal and external dollars) programs for professional and curricular development. Through their leadership community-engaged pedagogies were embedded in Honors (2011) and General Education (2008). This unit also houses UK’s experiential education program (EXP), which offers service-learning courses. (See http://www.uky.edu/UGE/).

UK’s International Center (UKIC) offers programs incorporating service and/or service-learning. Three of the office’s five stated priorities reflect a commitment to community engagement, including Global Citizenship, Diversity, and Reciprocity. (http://www.uky.edu/international/ea_mission). Participation in Intern, Teach or Service, nearly doubled from 2011-2012 to 2012-2013, rising from 94 to 172 students. In the years since our original classification, the Education Abroad unit has teamed with CCO’s Alternative Service Break program to offer service abroad experiences, and UKIC hired an advisor to coordinate them. (See http://www.uky.edu/international/about).

**Funding**

2a. Changes to internal budgetary allocations:

The Provost’s Budget Office reports that UK invests substantially in community engagement, with an annual budget of over $230,000,000 in the public service functional area, including patient care. Allocations to engagement have increased 61% since our original classification.
Two institution-level units allocate their budgets to community engagement, and four provide percentages of personnel time, as described below (including changes since 2006, generally excluding salary and benefits):

- The Office of Community Engagement (OCE), formed in 2007, has an annual operating budget of $201,000.
- The Stuckert Endowment in Service-Learning, established in 2007, supports 30% of the Endowed Professor’s time ($31,453)
- The Center for Community Outreach (CCO) had an annual budget of approximately $100,000 in 2012-2013 demonstrating an increase of approximately 300% from 2008 to 2013,
- During 2012-2013, the Center for Teaching and Learning (CELT) assigned 25% of a staff member’s effort to professional development and support for community engagement.
- The UK International Center (UKIC) allocates funds and staff to expanding community engagement, launching “service abroad” this year ($20,400). UKIC also allocated $28,000 in scholarship funding for participants in Service or Teach Abroad in 2012-2013 and offers grants for site visits by faculty members developing programs abroad, many of which have a community engagement focus.
- The Office of Undergraduate Education contributes approximately $103,000 for community engagement within its Centers (Stuckert Career Center, Gaines Center, Honors, Chellgren, Robinson Scholars, and Bale-Boone Symposium).

Colleges also allocate internal funds annually to community engagement:

- College of Agriculture, Food and Environment dedicates $70,000 to support community-engaged instruction.
- College of Arts and Sciences sponsors public lectures, courses, pedagogical materials, and trainings related to community engagement. Allocations to its Appalachian Center and Appalachian Studies Program total approximately $75,000.
- College of Business and Economics provides $112,000 for extension activities through the Center for Business and Economic Research and $117,000 to support the Executive Education Center.
- College of Communication and Information supports the Institute for Rural Journalism & Community Issues at approximately $91,000.
- In 2012-2013, the School of Journalism and Telecommunication’s Scripps Howard First Amendment Center began support ($1,000 annually) for the Kentucky Spelling Bee to compliment their long-standing support of the Secretary of State’s annual high school essay contest on voting and the First Amendment.
• College of Fine Arts funds several outreach programs, for example, the Fine Arts Institute, which offers non-credit courses for community members (approximately $50,000), and scholarships for Donovan Scholars (students 65 years or older) to attend.
• Colleges of Health Sciences & Nursing annually dedicate approximately $160,000 ($125,000 and $13,500 respectively) to support Shoulder to Shoulder Global (an international community health program). Health Sciences also supports the Maxwell Elementary Pipeline Initiative (an educational program for 4th graders on careers in healthcare) with $20,000.
• College of Public Health allocates $100,000 annually to the Osher Lifelong Learning Institute, which offers courses, forums, interest groups, and day trips to nearby communities.

2b. Changes to external budgetary allocations:

The university continues to support its community engagement mission through external funding. Major sources of external funding are grants, state line item allocations, and gifts.

The following select examples identified in our original application remain dedicated in supporting institutional engagement in the community though significant funding, (this has not changed):

• College of Agriculture’s Cooperative Extension and Arboretum (federal, state, county, and external grants and contracts)
• The UK Art Museum (grants)
• College of Arts and Sciences Appalachian Math-Science Partnership (grants)
• UK Athletics (donations)
• College of Law’s Rural Drug Prosecution Assistance Project (grants)

New external funding partnerships have been institutionalized since our last classification. For example:

• In 2012 the Center for Community Outreach (CCO) received an AmeriCorps VISTA volunteer in partnership with Kentucky Campus Compact (KYCC). This position increased the CCO’s staffing capacity by taking on advising roles and programming
responsibilities, particularly around the CCO’s anti-poverty initiatives. In 2013, the CCO’s AmeriCorps VISTA position was renewed for a second year, again made possible through cost-sharing with Kentucky Campus Compact. This opportunity for collaboration with KYCC did not exist at the time of our original classification.

- In 2012, the CCO received an MLK Challenge Grant from North Carolina Campus Compact, (with funding from the Corporation for National and Community Service) to support UK’s first-ever campus-based MLK, Jr. Day of Service, coordinated in partnership with Transylvania University and Bluegrass Community and Technical College. Again, the opportunity for collaboration with this institution was not available until UK became a member of Campus Compact in 2006-2007.
- During the 2012-2013 academic year, the Office of Undergraduate Education received external funding of $15,400 to support the Gaines Center, Lafayette Seminar, Honors program, and the Singletary Scholars Engagement.
- The Appalachian Center in the College of Arts & Sciences received a $140,000 grant in 2011 to support the creation of the Local-Motive Alliance for economic development in economically distressed counties of Appalachian Kentucky.
- The College of Health Science received $330,342 through grants from the National Center on Minority Health and Health Disparities to support Kentucky’s rural population through the Kentucky Appalachian Rural Rehabilitation Network (established in 2009).
- The College of Public Health brought in $20,000 in 2012-2013 for the Kentucky Public Health Leadership Institute, a multidisciplinary year-long development program for practitioners. The Kentucky and Appalachia Public Health Training Center, which coordinates training for public health practitioners in Kentucky and the Appalachian region, brought in $743,000 in external funding.

2c. Changes with fundraising activities:

Foci for institutional fundraising continue to include annual giving initiatives, estate and gift planning, special and major gifts, and corporate and foundation support in such areas as the Arboretum, Art Museum, Singletary Center for the Arts, Athletics, Cooperative Extension, UK Healthcare, UK Libraries, adult education, small business partnerships, and teacher education.

Since 2006 several colleges have re-examined their fundraising strategies, systematizing, expanding, and better coordinating efforts with UK Development. For example, the College of Public Health completed its 2009 program review with an agenda to apply comprehensive public health approaches to help reduce burdens and disparities of public health problems on individuals, families, and communities. They established as a strategic initiative: “Build a robust fundraising program for the college with emphasis on student
scholarships, endowed professorships, and focused research centers. The number of donors increased by 2% and their donations increased by 28%.

Colleges hold many fundraising activities. As two examples:

- The College of Health Sciences Staff Council plans a variety of annual activities to benefit the local community, including a donation drive for a local charity (e.g., Toys for Tots, God's Pantry, The Warm Fuzzy project, and Jarrett’s Joy Cart). The National Student Speech-Language-Hearing Association (Communication Sciences and Disorders students) selects a charity annually to raise funds for (e.g., Operation Smile, Lexington Hearing and Speech Center, gas cards for UK Speech Clinic clients) and Physical Therapy students organize the annual 5K fundraiser Run for Your Life, with proceeds the past three years donated to the student-run Samaritan’s Touch Free PT Clinic.
- College of Pharmacy students raise funds through Faith Pharmacy Spaghetti Dinner and Silent Auction; Be the Match at local restaurants (15-25% of meal prices donated, e.g., to Bone Marrow Donor Drive); and American Diabetes Association Step Out: Walk to Fight Diabetes.

The Center for Community Outreach (CCO) annually raises an average of $40,000. As two of UK’s most high profile programs, and FUSION garner significant individual and corporate donations annually.

- Between 2006 and 2012, DanceBlue raised $3,535,622 in individual and corporate gifts to support cancer research at the Markey Cancer Center and to provide social support at the UK’s Pediatric Hematology/Oncology Clinic. In 2013, DanceBlue raised a record $1,113,189 dollars to support these efforts, not including a $500,000 endowment also in 2013. That same year, the Kentucky Children’s Hospital renamed its clinic, the DanceBlue Pediatric Hematology/Oncology Clinic, as evidence of this long-standing commitment to families across the Commonwealth impacted by childhood cancer.
- In partnership with the Office of Development, CCO has engaged in significant fundraising efforts to support FUSION (For Unity and Service in Our
Neighborhoods), the largest day of service in the Commonwealth of Kentucky. In 2012-2013, FUSION formalized an ongoing partnership with Meijer Grocery, which continues to donate $15,000 annually to support the program in engaging approximately 1,500 UK students, faculty, and staff in community service at more than 100 non-profit organizations each year.

2d. Institutional investment to externally funded community engagement and development

Institutional resources allocated to community engagement and community development are largely evidenced at the college or unit level. One example of institutional-level resources invested in the community is that of the Office for Community Engagement (OCE) which distributes more than $40,000 annually to community agencies and programs through a competitive grants program. Examples of college-level resources invested in communities are provided below.

- The College of Dentistry has expanded dental public service by utilizing mobile dental clinics to bring dental care to underserved children throughout Kentucky. It is the largest dental education based, children’s dental outreach program in the nation. The university operates four mobile dental clinics, serving elementary and Head Start children in more than 40 Kentucky counties The colleges of Dentistry and Public Health support this mobile service with more than one million dollars of care provided annually. (http://www.mc.uky.edu/Dentistry/dental-outreach-programs).

- The College of Agriculture Community Leadership Department funds at $10,000 annually instructional projects centered around Lexington’s community engagement programs.

- College of Education dedicates approximately $421,000 annually to support institutional engagement with the community through activities such as its P-20 Innovation Lab, the Partnership Institute for Mathematics & Education Reform (PIMSER), The National Center for Innovation in Education, and the Steam (Technology, Engineering, Arts & Mathematics) Academy.

- The College of Business and Economics brings in approximately $112,000 of external funding for such activities as the publication of The Kentucky Annual Economic Report, which is distributed (free of charge) to over 1000 business and policy leaders around the state. The Executive Education Center has dedicates
approximately $110,000 of external funding to support speakers and public programming.

- The College of Nursing allocates external funding of $140,000 annually for a continuing education program for nurses across Kentucky.

3a. Institutional campus-wide documentation of engagement with the community

The Office of the Registrar, in collaboration with the Office of Institutional Research, provides a dataset each academic year and semester, which allows the institution to review engagement broadly. The database:

- lists all community engagement courses (and percent of total courses)
- lists all departments offering community engagement courses (and percent of total departments)
- lists names of faculty teaching community engagement courses (and percent of total faculty)
- includes the number of students in each of these community engagement courses (and percent of total students at each grade level)

This data can inform resource allocation to better support and grow programming (e.g., more incentives for colleges that have limited opportunities available). This system was in place at the time of our original classification; changes in the data are reported in Question #2 in Curricular Engagement.

New since our original classification, in 2012 University Senate launched ECATS (Electronic Course Approval and Tracking System), which documents whether proposed courses have certain features (e.g., service-learning or community-based learning experiences). Faculty committees evaluate the proposed courses’ pedagogies (e.g., the syllabus includes expectations for reciprocity and reflection) as part of the approval process.

The Stuckert Career Center gathers information about enrollment in experiential courses each semester, documenting how many students, which faculty, and which colleges are actively engaged in community-based learning experiences and Service-Learning. If trend data suggest concerns resources can be allocated accordingly; if partnerships produce consistently successful evaluations they can be celebrated and rewarded. The Stuckert
Career Center also gathers information from student evaluations and focus groups to provide impact data for their annual report and program reviews (conducted every 5-7 years).

The Center for Community Outreach (CCO) in Student Affairs contracted in 2013 with VolunteerMatch, the web’s largest volunteer engagement network connecting businesses and universities with non-profit organizations, and launched a VolunteerMatch website customized to UK.

We recognize that these mechanisms are insufficient. UK requires a more cohesive and coordinated system for tracking and documenting engagement efforts. The development of improved systems for tracking non-credit experiential education and for encouraging more for-credit engagement opportunities in undergraduate colleges is needed. Although we have used surveys in the past we have not yet found a system that meets our needs. In 2004 UK began using the UK Engagement Measurement Instrument (UK EMI; an adaptation of the measurement system used by Michigan State) annually to track institution-wide engagement efforts. The system was targeted for revision in 2012; but the office responsible for its development was defunded, and it has not been used since 2009. Now under the leadership of a new Provost, the university has begun conversations about the need for better assessment information. If the proposal to establish the new Center for Civic Engagement in Teaching, Learning, and Scholarship is funded, the Director will hold responsibility for this documentation/tracking mechanism and will work to ensure colleges and units are assessing institutional engagement activities and using the data to make improvements.

3b. Mechanisms for assessment and measurement of the impact of institutional engagement

UK is not currently utilizing a systematic campus-wide assessment process to measure the impact of institutional engagement. Assessment occurs more frequently at the college or unit level; however, we lack clear guidelines, suggested formats, or easily usable templates for gathering the information the university needs on an ongoing basis. We intend to make changes in this area in the near future.

Institution-level efforts:

- As our current Strategic Plan comes to a close, we anticipate college/unit outcome data for Goal #5 (“Improving the Quality of Life for Kentuckians through Engagement, Outreach and Service”). In addition, engagement is also included as a
priority in the new Strategic Plan (2014-2020), which will facilitate a new and renewed focus on the assessment of engagement.

- Although not a direct measure of impact, UK receives some outcome information through the National Survey of Student Engagement (NSEE). The Office of Institutional Research administers NSSE every 5 years and the Graduating Senior Survey every semester. The Office of Assessment will administer the Faculty Survey of Student Engagement (FSSE) in spring 2015.

College/unit level efforts:

- In the College of Nursing, engagement data for faculty, student, and community partners is collected and aggregated annually for submission to the College’s Effectiveness Report, which is reviewed by the college Governance Council who provide recommendations for improvement in measurement and strategies for meeting engagement goals.

- The College of Public Health (through its Office of Workforce Development and Community Engagement, as of 2014) collects annual professional service data from its faculty related to service organization/project, faculty's role, and reach of the activity (local, state, national, international), however faculty seldom report impact for students, themselves, or community partners. The College uses the data it receives from faculty to track progress toward strategic plan objectives and determine areas (both topical and geographic) to increase engagement; in this way impact (at least geographical impact) is measured.

- In the College of Pharmacy data on engagement are managed within departmental/administrative units. In addition to monitoring and reporting, this engagement data are used for curricular development and accreditation. Since 2008, the College has tracked faculty activity, with accompanying outcome data. In the past 3 years, the College’s Director of Assessment has assisted in collecting engagement information from college units.
The College of Health Sciences included five metrics in their 2009-2014 strategic plan to document progress toward engagement outcomes. The College Director of Assessment is responsible for gathering, managing, and reporting this information, which is collected annually (through databases and documentation from unit and academic program directors) as part of strategic planning. Data are compiled, shared with faculty/staff, and discussed during a college meeting each fall.

In summary, some units and colleges have sustained, supported, and monitored systems for assessing the impact of engagement; others have not. There is currently no institution-level unit responsible for the aggregation of such data. UK needs significantly enhanced systematic campus-wide assessment processes to assess the impact of institutional engagement.

3c. Findings from assessment and measurement

UK’s application for our original classification included findings from the UK EMI instrument, which has been non-operational since 2009; therefore, comparison data is not available. The university is very aware that an ongoing systematic assessment process is needed and realizes that meaningful data is critical to assess the impact of our institutional engagement work.

At this time, the National Survey of Student Engagement (NSEE) data is the only campus-wide assessment information available. Questions from the 2009 NSEE survey data provide participation data used in our original application and the current one for 2012-2013. Specifically, comparing NSEE data from our original classification and our data from 2012-2013 suggests:

- 43% of first-year students and 44% of seniors reported that they had participated in a “community-based project (e.g., service-learning) as part of a regular course” (2009: 41%; 41%)

- 49% of first-year students and 63% of seniors reported that they had done “community service or volunteer work” (2009: 44%; 61%)
64% of first-year students and 61% of seniors reported that their experience at UK had contributed “Quite a bit” or “Very much” to their “solving complex real-world problems” (2009: 59%; 60%)

51% of first-year students and 44% of seniors reported that their experience at UK had contributed “Quite a bit” or “Very much” to “contributing to the welfare of your community” (2009: 48%; 43%)

Trend data from the NSSE suggest that we are moving in a positive direction (with increases on these four items since 2009). Furthermore, we expect an even greater level of participation (especially among first year students) in the near future, fostered by the changes in the curriculum (requiring participation in 6 credit hours of coursework that includes education abroad, undergraduate research, or service-learning) and the overall increase in number of service-learning and community engagement courses available. Despite these positive trends, we acknowledge that significant intervention is necessary if we are to meet student expectations upon entry to UK, retain students, and graduate them as engaged citizens and scholars.

**Impact on Students**

When UK students engage with community partners they report positive outcomes in their growth as citizens and within their disciplines. This finding is derived from: a) reflections from students during community-engaged courses and other experiences, b) student comments and other data from course evaluations, and c) surveys of students in experiential (EXP) courses. For example, at the conclusion of EXP courses students are asked to rate themselves on the following item: “As a result of my experience, I have a better understanding of the concepts, theories, and skills in my course of study.” Nearly 90% of the students’ surveyed responded as “agree/strongly agree.”

Comments from faculty and quotes from students support this finding:

Speaking at a professional development workshop (Winter 2013) hosted by Kentucky Campus Compact and UK, the director of the Citizen Kentucky Project of the Scripps Howard First Amendment Center, said: “One of my favorite stories about how students have grown as citizens from their work in the community involves a 'Super Project Citizen'
we conducted in collaboration with the Kentucky Secretary of State’s Office.... We matched Catholic middle school students in a social studies class with public high school students in a civics club with UK freshmen to draft the Henry Clay-Sandra Day O’Connor Civic Education Act for Kentucky. The students took their draft bill to Frankfort for lobbying and picked up bipartisan support from two state senators and two House representatives... The students gained a ton of new knowledge in this service-learning project in a UK Discovery Seminar and were honored as either Kentucky Colonels or Ambassadors by the Secretary of State’s Office in 2011.”

A journalism student enrolled in Honors 251, “Journalism and Democracy” wrote: “Before I began my work on this research project, I was confused as to why there was such a harsh and persisting stigma surrounding young voters. This stereotype of apathetic 18-year-olds who shunned the political system was not one I was accustomed to... I, for one, was excited for the day I could finally vote. ... But, as I got older, I began to see the young voters I had heard so much about. This worried me. Was I the only young voter who knew the names of the candidates running for president? ... Was I the only one who cares about the future of our country? ... After conducting this research project, I was surprised to find this stereotype that everyone keeps talking about? It’s exactly that: a stereotype.”

The College of Pharmacy Class of 2015 president enrolled in the course “Interprofessional Teamwork in Global Health” (which includes a multidisciplinary team traveling to Ecuador to provide health services to a marginalized community of 20,000 with no access to health care) recounts: "The experience was unparalleled for me in terms of learning and growing. To see healthcare professionals practice with such fervor and impact a community that needed it, more than words can describe, was inspiring, to say the least."
Impact on Faculty

UK faculty are increasingly cognizant of the power of engaged pedagogies in the recruitment, retention, and success of students and have begun to seek more opportunities to use these pedagogies. This finding is supported through multiple sources. Faculty interest and impact is illustrated by: a) participation in our service-learning scholarly learning community and other professional development activities; b) inclusion of service-learning and other community-based experiences in campus curriculum reforms (e.g., our newly-revised Honors curriculum and General Education reform; see Questions #5 and #6 in Curricular Engagement); and c) the growing number of courses that use community engagement and service-learning to meet course objectives and student learning outcomes.

As further demonstration of the impact of community engagement on faculty work in strengthening and implementing UK’s curriculum, faculty and administrators have frequently included community engagement and service-learning in institutional initiatives designed to improve student retention and enhance the quality of the undergraduate experiences (e.g., Finishing with Class retention initiative, Living Learning Programs) and in curriculum reforms such as the newly-revised Honor’s Curriculum and the recently revised UKCORE General Education program (2011 and 2008 respectively).

As a reflection of the growing support for community engagement and its impact on the university faculty and administration, UK Assistant Provost in the Division of Undergraduate Education states: “As the University of Kentucky commits to an increasing level of community involvement, impact, trust, and communication, we send a strong message to our students and their families as well as to our community partners. We are saying that we commit to higher standards of learning and teaching; that we commit to an open and ethical stance for partnering with our communities here in one of the poorest states in the nation; and, that we commit to authentic and meaningful contributions to the knowledge economy in a global community.”

Data presented in Question #2 in Curricular Engagement demonstrate a 75% increase in the number of courses offered since our original classification (from 118 to 207) and a doubling of the number of faculty (from 169 to 341). The number of faculty who work in
individual partnerships through Experiential Education courses under the university designation (i.e., EXP) rather than a college designation also continues to grow. For example, at the time of our original classification, more than 236 students partnered with faculty sponsors in EXP experiences; the number of these pairings grew to over 245 in 2012-2013 and over 275 in 2013-2014. We expect this number to increase to 325 by summer of 2014, influenced by participation of faculty and students in Service Abroad programs and summer service experiences.

**Impact on Community**

UK’s engagement efforts with local, regional, and global partners make a difference in many communities, impacting individual lives and complex issues such as education, community development, and health. This finding is evidenced in multiple examples and documented in publications and digital resources produced by colleges; academic, support, and service units; and institutional and unit initiatives, centers, and research projects.

(a) The College of Education focuses much of its engagement on the PreK-20 educational continuum. One partnership is with Eminence Independent Schools (recently named a “District of Innovation” by the Kentucky Department of Education). The superintendent spoke of UK’s impact: “Their commitment to bettering the quality of every classroom in the Commonwealth extends far beyond the students in their programs. They have lead the way of innovation for the entire state ….. They have created a network of shared ownership for student success that is transforming the potential of every classroom in Kentucky. I firmly believe that the University of Kentucky’s College of Education is at the forefront of reinventing instruction one classroom teacher at a time.”

(b) The College of Communication and Information’s School of Journalism and Telecommunication supports rural communities through the Institute for Rural Journalism and Community Issues. The Institute helps non-metropolitan journalists define public agendas in their communities and examine local impacts of broader issues. Their work with papers in rural Appalachia is particularly impactful for the communities these papers serve. As noted on the Institute’s website: “Reporters in Central Appalachia state saw how they can help improve the region’s health, and published stories with that goal in mind. Others learned about the coal industry and covered it more deeply than before, at a time when more miners were dying and more mountains were being mined.”
(c) The College of Health Sciences CARAT Project (Coordinating and Assisting the Reuse of Assistive Technology) began in May 2012 as a collaboration between state and local organizations. CARAT gathers used medical equipment, cleans and repairs it, and distributes it to people who need it. During 2012-2013, 20 pieces of assistive equipment were repaired/refurbished. Eight physical therapy students were enrolled in a special projects course to learn to repair assistive equipment and will in turn train other students. The intent is to expand the program to include students from other disciplines (e.g. Speech-Language Pathologists, Occupational Therapists, Physician Assistants).

(d) Shoulder to Shoulder Global (STSG; see Partnership Grid example #13) works to improve the health of an entire community in Ecuador through a clinic in Santo Domingo, where 20,000 people previously had no access to medical care. An average of 40-50 travelers (faculty, staff, students, and community members) per trip are joined in Ecuador by local volunteers. They work directly with patients and residents, providing care in areas such as medicine, dentistry, nursing, pharmacy, physical therapy, communication disorders, and public health. The STSG Student Association raised funds for lab work to check for parasites in over 700 children, and pharmacy students raised money for needed treatment.

**Impact on Institution**

Community engagement impacts UK as an institution profoundly. Multiple sources support this finding, including participation trends, new opportunities, and external as well as internal voices, as described below.

Data confirm that in 2012-2013 over 34% of UK’s undergraduates participated in some form of community engagement; participation among professional and graduate programs is also high. We expect that such participation will deepen their own community involvement and the democratic attributes of their peers; we anticipate higher retention and achievement among these students. These outcomes impact our institutional reputation and progress toward fulfilling our mission.

Faculty/staff impact is evidenced by their growing participation in community engagement (e.g., Shoulder to Shoulder, clinics, service organizations), which suggests they perceive positive professional and/or personal impact. In turn, their sense of a positive work-life at
UK promotes productivity and institutional stability. Their connections with engagement units on campus bring UK opportunities to collaborate with and learn from community members and organizations.

Community voices highlight impacts of engagement on UK’s reputation. For example, according to Danville Independent Schools superintendent: “The University of Kentucky’s College of Education has been and continues to be an invaluable partner... The quality of their faculty and staff and the expertise they bring to our state is absolutely second-to-none... I simply cannot say enough about UK’s College of Education... an outstanding model for teacher preparation and innovative leadership not only in our state, but in our nation.”

UK’s community engagement efforts bring in substantial external funding (over $1,200,000 in 2012-2013). Community engagement brings opportunities for inter-institutional collaboration with other engaged institutions, including, for example, through Kentucky Campus Compact. Our community engagement work is also calling UK’s attention to the need to develop more systematic approaches to documenting and assessing our efforts in many areas core to our mission and Strategic Plan.

Provost Riordan summarizes impacts on UK this way: “For nearly 150 years, the University of Kentucky has been committed to a promise of providing education, conducting research and offering service that addresses our Commonwealth’s most pressing needs. Service and engagement are not only important to our university. They define who we are and what we mean for Kentucky and the broader world. As a campus, we came together in 2004 to strongly and unequivocally affirm that commitment: ‘Our faculty must recognize that their research can attain the highest levels of scholarly accomplishment while addressing the needs of Kentuckians.’ This powerful purpose is even more true today. Community-engaged teaching and service can improve our recruitment, increase our retention, and enhance the success of both our students and our faculty. The collaborative creation of knowledge that characterizes engagement between UK and our community partners is pivotal for the health of our institution and the broader community. Our commitment to community engagement has sustained and focused us for nearly 150 years. Without question, it will continue to shape our mission, identity, and actions as we move boldly toward the future.”
**Professional Development**

4. **Institutional support for faculty, staff, and/or community partners who are involved with campus-community engagement**

UK provides numerous professional development (PD) opportunities for faculty/staff, with enhancements in our approach since our original application. As one example, our first-ever faculty learning community on community engagement convened participants monthly in 2009-2010. Offerings now include an array of opportunities (webinars, workshops, community tours, individualized consultation). Content has changed from introduction to service-learning to in-depth discussion of its benefits and challenges. In the past five years, resources have increased (few were available before 2009), and PD efforts are increasingly being offered as a more cohesive set of strategies.

In 2009 partners from the Center for the Enhancement of Learning and Teaching (CELT), the Center for Community Outreach (CCO), the Office of Community Engagement (OCE), and the Endowed Professor in Service-Learning began to collaborate on strategic efforts to advance service-learning through PD offerings that seek to impact all partners. This team provides consultation to faculty/staff across campus and larger-scale PD, including, for example:

- In 2011 we pooled resources and resumed support for a mini-grants program, which had been suspended in 2008. Ten faculty from diverse colleges were selected. As a result of the training, ten additional service-learning were offered during 2011-2013; recipients indicated intent to include engaged strategies in other courses. These faculty (and students) have since presented at national and international conferences. Some PD opportunities provided for this group by national service-learning leaders (on-campus and via webinars) were open, such that faculty/staff interested in learning about community engagement but not ready to commit to PD were able to join the conversation, expanding the mini-grant resources beyond the recipients. The result of new courses led to continuation of funding for mini-grants in 2014-2015, despite scarce financial resources.

- In 2012, 40 students, faculty, and staff visited local community organizations. Listening to leaders from nonprofits share stories, participants learned about
inroads to service for individuals, units, and the institution. This tour led to a “speed-dating” luncheon, with representatives from these organizations meeting faculty to form new partnerships, strengthen extant ones, and plan activities.

- In 2012 we brought Provost Bernstein to UK to discuss Tulane’s community-engagement graduation requirement. University administrators discussed organizational strategies to deepen relationships with communities. Bernstein gave a presentation attended by community partners and leaders, which increased the visibility of UK’s community engagement interests and efforts.

- In 2012, we invited Barbara Jacoby to campus to give presentations to (1) students; (2) faculty learning about service-learning; and (3) faculty and community partners who wanted deeper discussion of challenges in service-learning. Through interaction with community panelists, faculty gained awareness of difficulties nonprofits face under current economic conditions and the value of partnerships.

UK has vigorous PD across institutional, college, and unit levels. Efforts have improved since 2008, with a corresponding increase of 75% in number of courses and an increasingly widespread understanding of the value of community engagement in student recruitment, retention, and success. Recent efforts are providing a strong foundation for university-level investments in enhanced infrastructure and PD.

**Faculty Roles and Rewards**

5. Policies/practices designed to encourage the hiring of faculty with expertise in and commitment to community engagement

As the flagship, land-grant University of the Kentucky Commonwealth, UK provides a broad array of programs and degrees requiring faculty with a wide-range of knowledge, skills, and interests. To accommodate the varied missions of our 18 academic colleges, several faculty title series, or types of faculty appointments, have been developed. Some of these focus on community engagement, with search and recruitment policies for positions designed specifically to encourage hiring of faculty with community engagement expertise and commitment. Title series that focus on community engagement include the following:

1. Extension Title Series - Faculty in this title series have a primary assignment to “the university extension programs serving the citizens of the Commonwealth.” This title series is most often used in the College of Agriculture, Food, and Environment. Candidates sought for positions in this title series “shall possess the essential
instructional and organization skills prerequisite to successful development and administration of a university service program”
(http://www.uky.edu/regs/Administrative/ar2.3.htm).

2. Clinical Title Series - In some colleges, particularly those with a healthcare focus, the mission of the college necessitates the employment of “clinically competent faculty employees who are qualified to personally provide care or counseling to clients and training to students in clinical settings.” To meet this need, this title series was established for the purpose of employing “qualified individuals, who participate in the university’s academic programs and whose duties and responsibilities are essentially related to clinical practice, service to clients or patients, and experiential training of students of the profession. For those faculty … in health care programs, the primary responsibilities are to provide patient care services, to expose students to their professional expertise, and to direct students’ educational experience in the clinical settings where the faculty employee practices”

3. Special Title Series – This title series was developed to meet the unique needs of academic programs and is used by a number of colleges. Search and recruitment strategies for special title series faculty seek to identify professionally competent faculty to “meet instructional and service responsibilities in selected areas or positions in which assignments do not necessarily include research or creative work” (http://www.uky.edu/regs/files/ar/ar2-4.pdf). Special Title Series faculty positions may include significant expectations related to community engagement. For example, in the College of Health Sciences, one Special Title Series faculty member has primary responsibility for implementing the Shoulder to Shoulder Global Program (which provides health services in Ecuador) and for the Samaritan Touch Free Clinic (which provides physical therapy for uninsured individuals in Lexington). Another Special Title Series faculty member coordinates the Graduate Speech-Language Clinic (which provides low cost speech-language services to the Lexington community).
6. Changes in institutional policies for promotion and tenure that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

UK is highly de-centralized, with substantial independence among colleges and departments, and this is reflected in promotion and tenure (P&T) policies. It is institutional policy and practice to position unit-level policy as prevailing and to honor decisions made at college/departmental levels to reward community engagement or not in P&T (i.e., if the unit rewards this work, then the university will also). Consequently, P&T policies that reward scholarly work using community-engaged approaches and methods are found at the unit level and sanctioned at the institutional level.

Since the original Carnegie application in 2006, UK has established and implemented procedures that make the de-centralized system for P&T explicit and standardized. The movement to a more de-centralized system that grants units greater autonomy, including the opportunity to reward scholarly work around community engagement, is summarized below.

In a 2007 white paper (http://www.uky.edu/Provost/APFA/Promotion_Tenure/Faculty_Classification.pdf), Provost Subbaswamy argued that UK should revise its P&T procedures with the understanding that “UK has multiple missions and multiple professional colleges with their own idiosyncrasies, and a 'one size fits all' approach is neither feasible nor in the faculty's nor the university's best interest. There needs to be a fair degree of autonomy within Colleges....” UK then modified its institutional policies to ensure that the “home” college has the primary role in making P&T decisions (http://www.uky.edu/regs/files/ar/ar2-1-1.pdf). The Provost's annual memorandum to administrators states: “The centrality of the educational unit faculty in the evaluation of faculty for appointment, reappointment, promotion, and/or the granting of tenure cannot be overstated ... considerable deference in tenure cases shall be shown by the Provost to the judgments emanating from the college... What is paramount ... is the impact of an individual's work ... on his or her scholarly community, on students taught or on community members or patients/clients served” (http://www.uky.edu/Provost/APFA/Promotion_Tenure/2013-14_Promotion_Tenure_Memo.pdf). Under the revised regulations, activities and contributions viewed as less traditional (e.g., community-engaged approaches and methods) and yet demonstrating high quality may be more likely to be rewarded (and less likely to be overturned at the university level), provided they meet the needs of the unit
and are integrated into the faculty member’s teaching, research, and service responsibilities.

Revised regulations (relevant to this question) that lead to greater autonomy (found at http://www.uky.edu/Provost/APFA/Promotion_Tenure/FAQs%20About%20Regulations.pdf) require that the faculty of each department or school establish written Statements of Evidence describing the evidence of instruction, research, and service activity appropriate to their field(s) for use in guiding P&T decisions. This activity was voluntary prior to the revised regulations.

As these policy changes are implemented unintended consequences and potential opportunities for improvement have been noted. Further discussion of these challenges and opportunities is included in Question #12.

7. Definition and policy for faculty scholarly work that uses community-engaged approaches and methods?

At present, the policies for promotion and tenure (P&T) are sufficiently flexible that scholarly work using community-engaged methods can be rewarded. The Statements of Evidence written by each department specify the parameters for scholarly work, and scholarly work conducted by faculty in those Title Series positions that are community and clinically oriented (e.g., Extension, Clinical) is expected to address the faculty member’s focus on the community.

However, flexible de-centralized policies without institutional definitions for common practices or pedagogies such as community engagement present drawbacks. Therefore, it is recognized that although the unit-level Statements of Evidence provide flexibility for P&T decisions, consistency in definition of community engagement would offer enhanced opportunities for shared knowledge and understanding (and perhaps valuation) of the work as well as increased utilization and recognition of community engagement in P&T decisions.

Establishing and disseminating an institution-wide definition of community engaged scholarship is being addressed in the ongoing work of the 5 working groups established under the 2013 AAC&U seminar funding (see Question #2 in Institutional Identity and Culture above) and is a priority for the proposed Center for Civic Engagement in Teaching, Learning, and Scholarship (see Question #1b in Institutional Identity and Culture above and Question #12 below in this section). This work will build on current policies and ongoing conversations at the department and college level.
8. **Policies rewarding community engaged scholarly work**

As noted above (see Question #6) UK is highly de-centralized, and promotion and tenure (P&T) policies that reward scholarly work using community-engaged approaches and methods are found at the unit level and sanctioned at the institutional level. Strongly characterizing the culture of the institution and, therefore, playing a formative role in how departments and colleges conceptualize faculty scholarly work is UK’s deeply ingrained, historic, and ever growing commitment to communities, local to global. UK takes seriously our role as the flagship, public, land-grant University of Kentucky and, therefore, understands the importance of rewarding community engaged scholarly work.

The university, college, and departmental policies and supports put in place to reward faculty scholarly work that uses community-engaged approaches and methods (described elsewhere in this document; see Question #6) are derived from the university’s mission and goals. UK’s President, Dr. Eli Capilouto, describes this mission-driven context for our policies on his homepage. His welcome message there states that “UK is one of a small number of universities in the United States that has programs in agriculture, engineering, medicine and a full complement of health colleges on a single campus.” The university is a “cultural hub for arts engagement in the Commonwealth.” Further, the university trains many of the professionals, including teachers, social workers, attorneys, and others who serve the citizens of the state and region. “With agents in every Kentucky county, the College of Agriculture boasts the nation’s third largest Cooperative Extension Service. As community leaders, UK extension agents made 7.1 million contacts in 2012, impacting family farm practices, providing health-care access and teaching financial literacy....” In 2013, the UK Markey Cancer Center was designated as “a National Cancer Center by the National Cancer Institute. This designation places UK among an elite group of 22 research universities with the triple crown of federal research awards: NCI-designation, the Clinical Translational Sciences Award and a federally supported Alzheimer’s Disease Center. UK HealthCare has strategically developed an incredible capacity to serve the Commonwealth through state-of-the-art patient care pavilion and emergency rooms, advanced biomedical and biological research, and a network of affiliate health care agencies throughout Kentucky. Our faculty have balanced a research agenda with outreach to our affiliate and partner hospitals, so Kentucky families can receive quality health care at home and travel to Lexington for only the most advanced, complex medical care and procedures” ([http://www.uky.edu/President/](http://www.uky.edu/President/)).
9a. Policy on rewards for community engagement as one form of teaching and learning?

The opportunity to reward community engagement as a form of teaching and learning is made possible largely through the development of Statements of Evidence. (Statements of Evidence and other promotion and tenure (P&T) processes are described in Question #6). The department-level Statements describe characteristics of instruction appropriate to the department mission and the academic discipline for use in evaluating P&T dossiers. As part of these Statements, departments may specify “unique” instructional approaches and activities, including community-engaged methods.

The importance of and value placed on creative approaches to integrating faculty work, including community engagement, is also noted in the UK Faculty Workload Policy Statement as follows: “Individual faculty employees’ workloads consist of three separate components: teaching, research, and service. For most academic disciplines, these components are rarely clearly distinct.” For example, “teaching and service are one when the teaching is in a community health care center or a demonstration school” (http://www.uky.edu/regs/files/ar/ar3-8.pdf). Examples of the inter-relationship of teaching and service at UK (such as service-learning, mentoring student teachers, and mentoring student experiential education experiences pertaining to issues identified by community leaders) are evidenced in practice and often included in faculty dossiers, although not explicitly mentioned in the workload policy.

Further, each faculty member maintains a Teaching Portfolio, which is submitted in support of attainment of the standards described in the Statements of Evidence (http://www.uky.edu/regs/files/ar/ar3-10.pdf). The Teaching Portfolio was initiated in recognition of the widespread differences in teaching assignments, methods, and circumstances inherent in a complex university environment. Faculty members include a reflective statement describing their philosophy of teaching and the context for interpreting and understanding portfolio content. In addition to the reflective statement, the portfolio includes an inventory of courses taught, representative syllabi, summary of student evaluations, and other materials documenting innovative teaching methods, such as community-engaged approaches.
9.b. Policy on rewards for community engagement as one form of scholarship?

Similar to the process described in Question 9.a., the opportunity to reward community engagement as a form of scholarship is facilitated largely by the development of Statements of Evidence (Statements of Evidence and other P&T processes are described in Question #6). The department-level Statements specify expectations for scholarship that are consistent with the departmental mission and the academic discipline for use in evaluating dossiers for promotion and tenure. Although faculty in any title series may be rewarded for community engaged scholarship, those in extension, clinical, and special title series are especially likely to focus on community engagement, including community engaged scholarship. (See Question #5 for details about the title series).

The importance of community engaged research is noted in the UK Faculty Workload Policy Statement as follows: “Research and service are inseparable when the research involves issues relevant to the community of the Commonwealth, such as programs to assess drug abuse or improve the health of Kentucky farmers” (http://www.uky.edu/regs/files/ar/ar3-8.pdf). Connections between research and community service (such as student research pertaining to identified community issues, research involving strategies to improve public education, and access to health care in under-resourced communities) are demonstrated in practice and regularly included in dossiers but are not explicitly mentioned in the workload policy.

The scholarly productivity portion of the P&T dossier contains a reflective statement describing the faculty member’s philosophy of research in addition to samples of scholarly work. The reflective statement provides the context for evaluating faculty scholarship; therefore, faculty undertaking community engaged scholarship have this additional opportunity to clarify the focus of their work and link it to the Statements of Evidence, thus enhancing the capacity of the institution to reward community engaged scholarship, as appropriate.

9.c. Policy on rewards for community engagement as one form of service?

Faculty are expected to provide service as part of the university’s tri-partite mission (http://www.uky.edu/regs/files/ar/ar3-8.pdf), and service is a factor in decisions about promotion and tenure (P&T). Expectations are noted in the UK Faculty Workload Policy Statement: “(UK) is committed to providing public service to the Commonwealth and its residents … examples … include agricultural extension work; diagnostic and regulatory activities … bringing agricultural information and research findings to farming communities … agribusiness, and the … public… health care services; service on committees that support the implementation of the Kentucky Educational Reform Act; and
advising county governments, student or civic organizations” (http://www.uky.edu/regs/files/ar/ar3-8.pdf).

The annual Distribution of Effort (DOE) documents faculty effort across teaching, research, and service and specifies effort to be allocated to each (and to administration as relevant). The service portion of the DOE differentiates between public, professional, and university service (http://www.uky.edu/eForms/forms/DOEForm.pdf), making UK’s expectations for public service is clear. This category includes “activities established and maintained by the institution to provide services to the general community or special community sectors.” (https://www.uky.edu/eForms/forms/DOEInstructions.pdf). The public service portion of the DOE contains specific segments for clinical service and for agriculture extension for those who have clinical practice or extension work assignments (http://www.uky.edu/eForms/forms/DOEForm.pdf; https://www.uky.edu/eForms/forms/DOEInstructions.pdf). The DOE’s public service component (e.g., providing a service for the public good such as directing a clinic for children and adults who cannot afford private service) is flexible and may incorporate other community engaged service activities, as negotiated.

Rewarding community engagement as a form of service in P&T processes is influenced by the department-level Statements of Evidence (see Question #6), which specify expectations for public service, consistent with the title series, the department mission, and the academic discipline to be used in evaluating P&T dossiers. Although faculty in any title series may be rewarded for it, those in extension, clinical, and special title series (see Question #5 for details) are most likely to focus on such work. For faculty in extension and clinical title series positions, the quality and scope of public service may constitute much of the P&T decision; and measures of community satisfaction (e.g., community satisfaction surveys or interviews) may constitute a significant portion of their dossiers.

The service portion of the dossier also includes evidence of the quality and scope of service and a reflective statement describing one’s service philosophy. This reflective statement, in addition to the DOE, Statements of Evidence, and descriptions of faculty responsibilities associated with their title series assignment, provides a context for evaluating service to
the community, profession, and university, including those activities with a community engagement focus.

10. **College/school and/or department level policies for promotion and tenure that specifically reward faculty scholarly work that uses community engaged approaches and methods**

UK has 18 academic colleges, including 113 educational departments/programs that grant 383 undergraduate, master's and specialist, and professional and research doctoral degrees. In 2010, departments, schools, and colleges developed Statements of Evidence for evaluating appointments, promotion, and tenure for each title series, resulting in hundreds of Statements.

The college Statements of Evidence are included on the University Senate webpage. Using the Statements of Evidence as the primary document that specifies the criteria for evaluating promotion and tenure dossiers, the following 16 academic colleges (excluding the Graduate School and Libraries, whose faculty hold appointments in one of the other 16 colleges) have some or all educational units in one or more faculty title series that reward community-engaged scholarly work as well as faculty service to communities ([http://www.uky.edu/Faculty/Senate/rules_regulations/index.htm](http://www.uky.edu/Faculty/Senate/rules_regulations/index.htm)):

- Agriculture, Food and Environment
- Arts and Sciences
- Business and Economics
- Communication and Information
- Dentistry
- Design
- Education
- Engineering
- Fine Arts
- Health Sciences
- Law
- Medicine
- Nursing
- Pharmacy
- Public Health
- Social Work

All colleges (100%) are represented in this list, although not every department/program is represented.
Examples of departmental policies
Many Statements of Evidence stress community involvement in teaching, research, and/or service (although without generally using the term “community engagement”). For example:

1. College of Social Work
“The College of Social Work is committed to excellence in... research/scholarship and professional development, teaching, and service and community engagement.... solid achievement across these three interrelated functions must be demonstrated .... it is expected that scholarship will address salient community or societal problems or processes, and will have clear practice, policy or educational implications ... (faculty should demonstrate) evidence of community engagement that combines research, teaching and service in a way that makes the ..... research accessible and meaningful.”

2. College of Fine Arts, Department of Art
Promotion to Professor includes “Evidence of sustained high quality professional productivity in both research/scholarship/creative activity and service/outreach.” Faculty in the Art Education program are expected to “develop an active academic identity (which, at the local and regional level) ... can be defined by (1) presentations/workshops to local community groups or educational entities, (2) community projects involving K-12 students, (3) collaborating with local/regional community organizations, and (4) publication of art education resources serving a local or regional constituency ...”

3. College of Pharmacy, Department of Pharmacy Practice & Science
“Excellence in research may be evident through the scholarship of discovery, scholarship of integration, scholarship of application or scholarship of teaching. Collaborative research programs, including engagement ... should meet traditional scholarship criteria to document excellence. Specifically, scholarship for engagement activities should mark significant achievements beyond participation in community service activity.”

11. Professional development for faculty and administrators on how to evaluate faculty scholarly work that uses community-engaged approaches and methods
Although professional development specifically on how to review candidates’ dossiers for scholarly work using community-engaged approaches and methods is not provided, professional development is provided for administrators and faculty members regarding the promotion and tenure review process generally, including dossier development and dossier critique. Attention is given to the careful preparation and evaluation of dossiers with respect to university guidelines and expectations for the title series, department-level Statements of Evidences for Promotion and/or Tenure, and, where applicable, faculty
position descriptions. Participants learn that (a) some title series incorporate community engagement by definition, (b) a number of colleges and departments have incorporated community-engaged approaches and methods into their Statements of Evidence, and (c) such work may be specified as part of the faculty member’s Distribution of Effort assignment. Professional development is provided by the UK Office of Advancement and Accreditation, the Center for the Enhancement of Learning and Teaching (CELT), and colleges and departments. Offerings are provided in the form of workshops, written memos, and individual mentoring.

12. Work in progress to revise promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches & methods

Efforts since our 2008 submission to strengthen promotion and tenure (P&T) policies and practice to comprehensively and consistently reward community engagement are ongoing.

In 2009, the Associate Provosts for University Engagement and Faculty Advancement formed a committee of faculty and administrators to review and revise P&T policies to better reward community-engaged faculty work. Although the committee was unsuccessful in changing the policies (due to the university’s preference to avoid changing policies without compelling reason and the prevailing, although not unanimous, judgment of Faculty Senate Council members that current policies were sufficiently flexible), the work of this committee led to the following two strategies.

In 2012, UK received a mini-grant from the Association of American Colleges and Universities (AAC&U) to fund campus work furthering community engagement. Five committees were formed to identify key goals and resources to advance engagement at UK. The Committee on Faculty Connections examined barriers to greater engagement, and, in doing so, the necessity for renewing efforts to revise P&T guidelines became clear. As a first step, the Committee identified lessons learned from the failed 2009 attempt and explored strategies effective in making other recent changes in UK policies. This group’s work informs our continued efforts to enhance culture and practices around P&T for community engagement.
In July 2013, a proposal to establish a Center for Civic Engagement in Teaching, Learning, and Scholarship was submitted to the Provost. With support from the Associate Provost for Undergraduate Education, the proposal was developed by several university-wide champions, including leaders of the Center for the Enhancement of Learning and Teaching (CELT), the Center for Community Outreach (CCO) in Student Affairs, and the Office of Community Engagement as well as the James W. & Diane V. Stuckert Professor for Service-Learning. Preliminary discussions were initiated in fall 2013 and are ongoing. (See Question #1b in Institutional Identity and Culture).

A primary purpose of the proposed Center is to improve the infrastructure for “institutionalized civically-engaged teaching, learning, and scholarship.” The development of the proposal included consideration of the potential limitations of current P&T arrangements, including unintended consequences and potential opportunities for improvement that have been noted as policy changes in support of highly-decentralized decision-making in P&T have been implemented. Although our de-centralized system is sufficiently flexible to allow unit-level recognition of community engagement in P&T decisions that is then supported at the institutional level, there are associated challenges. For example, the lack of an institutional definition of community engagement and differing valuation for this work across units may diminish interdisciplinary, interprofessional, and cross-unit/college collaboration (i.e., faculty may be less inclined to collaborate if the work is not rewarded in all units). This challenge may be partially ameliorated with the codification and dissemination of an institutional-wide definition. The Center will help ensure integration of an institutional definition into professional development across the university.

Student Roles and Recognition

13. Involvement of students in community engagement

UK has an established history of (and ever increasing opportunities for) student leadership in community engagement, in both the Division of Student Affairs and the academic units.

The CCO is a student-driven organization established to “serve, connect, and unite UK with the surrounding community” (http://www.ukcco.org). The CCO is also a “leadership laboratory” in community engagement and student development. Supported by staff, the CCO is led by a student Executive Director and a student leadership board. Students lead all of the CCO’s programs and collaborate with the 500+ registered student organizations that seek service opportunities. In 2012-2013, more than 200 CCO students assumed leadership in 245 engagement programs.
Most notably, student leaders provide year-round support for days of service (e.g., FUSION), philanthropic efforts (e.g., DanceBlue), and service immersions (e.g., Alternative Service Breaks). For example, students lead UK’s Alternative Service Break program as the primary facilitators of domestic and international trips, carrying primary responsibility for decision making on site and serving as points of contact for all needs pre-during-post trip. (See question #5 Curricular Engagement for curricular dimensions of this leadership role).

Across the CCO, student leaders guide strategic planning, budgeting, on-site program management, and assessment. Student leaders receive professional development to build their abilities to teach, facilitate groups, and lead reflection and other support to flourish in these critical roles.

Students also provide leadership as peer educators through the Office of Residence Life (ORL), which coordinates UK’s Living Learning Programs (LLPs; ten of which were initiated since our last classification and six of which remain active; see [http://www.uky.edu/Housing/undergraduate/llp/leadership.html](http://www.uky.edu/Housing/undergraduate/llp/leadership.html). As one example, the Leadership and Service LLP, which began in 2010, draws on and develops leadership; its first learning outcome is “the ability to demonstrate leadership in the LLP through the development of and participation in service projects.”

Academic units also integrate community engagement in student leadership:

- Student Ambassadors represent their colleges on campus and in the community and plan community engagement opportunities for their peers (e.g., days of service in the Colleges of Business and Economics and Health Sciences).
- Since our initial classification, the College of Education instituted a Council of Student Leaders to coordinate engagement activities ([https://education.uky.edu/Diversity/CouncilofStudentLeaders](https://education.uky.edu/Diversity/CouncilofStudentLeaders)).
- UK’s health colleges house student-led community engagement initiatives, such as the Medicine’s Salvation Army Free Medical Clinic and Pharmacy’s bone marrow registration drive (recently recognized by the “Be the Match” organization as the second-largest student-led drive in the U.S.).

Student leadership in community engagement is recognized through awards such as the VanMeter Award, which honors a UK alumnus known for his “spirit of service.” Graduating student leaders have received the Sullivan Medallion, one of our highest university honors,
recognizing significant commitment to leadership and service. It is not uncommon for CCO student leaders to represent UK locally and nationally; in 2012-2013, an ASB leader was recognized by the national Break Away organization as “Active Citizen of the Year” (http://uknow.uky.edu/content/see-service-uk-student-named-active-citizen-year).

**Supplemental Documentation**

14. **Community engagement noted on student transcripts**

No.

15. **Community engagement connection with diversity and inclusion work**

Multiple units support first generation students, students and faculty from underrepresented groups (i.e., racial and ethnic minorities, low income populations, and residents of rural KY), and students from Appalachia who face unique challenges in coming to and succeeding in college. Many of these efforts are connected to community engagement.

The Center for Academic Resources and Enrichment Services (CARES) seeks to improve the persistence of underrepresented groups. Their first activity is participation in community-based learning experiences during freshman summer program. Enrollment for the Fall semester following their first year is high; 100%, 97.9%, and 91.6% (2010, 2011, and 2012 respectively).

UK’s First Scholars program supports first-generation students (parents have no more than two years of education beyond high school and no postsecondary degree) through individualized programming, including leadership development group service projects. Their civic engagement projects are showcased at the First Scholars National Model Center annual meeting.

Connections between community engagement and education in diversity and inclusion are most evident in curricular and co-curricular student experiences. As one example, students in APP 399, Practicum in Appalachian Studies, undertake community-engaged projects that enhance their understanding of Appalachia (e.g., the initiation of a community theater program and an online magazine for young Appalachian artists). Other projects include development of materials and activities that highlight emerging Appalachian diversity, such as collaboration in a Affrilachian photo exhibit; support of a Latino Appalachian soccer league; publication of an issue of La Voz featuring Latinos in
Appalachia; and production of a community-derived play script (“Las Voces de los Apalaches”).

Co-curricular experiences are facilitated by Education Abroad (EA) and CCO’s Alternative Spring Break (ASB). Diversity is one of EA’s priorities; to offer accessible programs that appeal to traditionally underrepresented populations. One of our successful co-curricular activities in which diversity and community engagement intersect is the ASB program, which, despite its name, is a year-long community service program. ASB sponsored ten service immersions (i.e., KY, D.C., Nicaragua, Ghana) in 2012-2013. Data from their Post-Break Survey suggest the experience impacted students’ understanding of self and others, particularly across differences:

- 97.6% of respondents agreed or strongly agreed: “I value hearing perspectives that challenge my own.”
- 92.7% of respondents agreed or strongly agreed: “I believe that inequities exist among people from different backgrounds.”

Students responded to open-ended questions with such comments as:

- “I learned that I can be surrounded by people with completely different beliefs and backgrounds from me and still learn from and collaborate with them.”
- “I learned how to sympathize more with others and to accept viewpoints different than my own. I also learned how to interact with people that I’m not usually around.”

(See http://www.ukasb.org/).

In summary, community engagement at UK has multiple connections to diversity In a state that is largely Anglo-European (87% per U.S. Census) with KY’s 5th Congressional District having the largest Anglo population in the US, these opportunities to engage with a range of diverse people provide important learning experiences with life-long implications.

16. Community engagement connection to student retention and success

In 2007 UK’s Provost declared a “War on Attrition,” and the campus redoubled its efforts to incorporate high impact practices, such as service-learning, to aid retention across all undergraduate levels (i.e., first year, sophomore, junior, and senior). A number of recent institution-wide initiatives that began since our original classification capitalize on the contributions of engagement to student recruitment, retention, and achievement. Two such initiatives were launched in 2012-2013 by the Interim Associate Provost for Student Success:

(a) “Rethinking Retention” is a campus-wide effort to increase student retention. It establishes eight priority goals (promote academic preparation, tailor retention strategies
to address individual student needs, develop a centralized system, strengthen the impact of academic advising, create a culture for student graduation, promote greater engagement among upper-division students continuous improvement, and integrate accountability at all levels) with more than 40 strategies. Among the initiatives institutionalized to target this challenge are community engagement and service-learning. (See http://www.uky.edu/studentsuccess/rethink-retention).

(b) “Finishing with Class” focuses UK’s efforts to facilitate student success in the areas of “Early Investment, Clear Pathways, Academic Achievement, Meaningful Engagement, Persistence and Completion, and Post-College Performance”; community engagement is included in three of these six priorities. For example, “Academic Achievement” includes strategies such as service-learning to improve academic rigor, enhance academic enrichment, develop innovative learning programs, expand learning communities, and expand delivery options. Service-learning also has direct implications for “Meaningful Engagement,” encompassing international, intercultural, and co-curricular opportunities. And it is identified as a targeted strategy for “Persistence and Progression” (i.e., retention and graduation). (See http://issuu.com/studentsuccess/docs/facultyguide).

UK’s new Provost has continued these initiatives and expanded them to include a Retention Work Group. Other senior administrators have targeted plans for retention, including the Associate Provost for Undergraduate Education, who says of his strategies for retention “the power of high impact practices such as service-learning, education abroad, and undergraduate research will support our retention efforts, especially during the first and second years.” (See http://www.uky.edu/studentsuccess/UGE-retention).

Finally, the success of UK’s new General Education program relies on inquiry as the mode of instruction and evidence-based thinking as its outcome; many of the strategies for General Education reform include embedded authentic experiences and reflection. (See http://ukfacultytoolkit.wordpress.com/).

In summary, a number of the initiatives and activities begun since our original classification and described throughout this application (i.e., living learning communities, DanceBlue, capstone courses) involves students with communities through some form of
community engagement, identified as a high impact practice, and a mechanism to increase retention. Building on this foundation, one of the priorities of the proposed Center in its first year is to “Share through multiple formats (i.e., faculty presentations, digital media, print documents) available empirical evidence of the impact of these high-impact practices on retention and student achievement to educate faculty and administrators on the utility of these engagement pedagogies.”

II. Curricular Engagement

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

1. Changes to the definition of service-learning

Since the university’s earliest strategic plans, outreach and engagement have been critical components expected of all colleges and departments. The processes by which academic units fulfill these missions are highly de-centralized. Since our original classification, community and campus stakeholders recognized the need for campus-wide definitions of community engagement and service-learning that would be adopted by the university. A shared definition facilitates communication with community partners and advances the implementation and assessment of engagement.

In 2010, the Stuckert Endowed Professor in Service-Learning partnered with community members (local government staff and a nonprofit director) and colleagues from the Center for Community Outreach (CCO), the Assistant Vice President for Community Engagement, and the Center for Teaching and Learning (CELT) to draft definitions of service-learning, co-curricular service-learning, and community-based learning. This group of stakeholders took advantage of the simultaneous work of the Senate’s Admissions and Academic Standards Committee, which was engaged in a parallel activity to codify other definitions (e.g., dual-degree programs and distance-education programs/courses). The Senate
committee agreed to include in this work the definitions brought forward by the stakeholder team. The following definitions were submitted to and approved by the Senate Council in spring 2013. These definitions are now in the process of being codified in the University of Kentucky Senate Rules:

“Service-learning is credit-bearing learning experiences designed to enhance student mastery of course content, to engage students in disciplinary training within a social context, and to promote civic responsibility through meaningful community service that meets a community identified need.

“Distinguished from academic service-learning, co-curricular service-learning is not anchored in a specific course but is defined as ‘a part of student life experiences, including activities such as student involvement, leadership, and participation in residential life and living-learning communities. Students learn through reflection which links community-identified needs and concerns with their personal values and professional goals. Co-curricular service-learning can be both individual action or student-led initiatives.

“Community-based learning experiences which are defined as “for-credit courses in which students apply, and thereby achieve greater mastery of, theoretical knowledge in real-world settings under the supervision of a faculty member. Examples include experiential education, internships, externships, co-ops, practica, field experiences, clinicals, residencies, and capstone courses”

(Please find minutes of the April 15, 2013 Senate meeting at: http://www.uky.edu/Faculty/Senate/senate_council/minutes/2012-2013/SC%20Minutes%20April%202013_TOSC_TOPOST.pdf

b. Changes to process for identifying or approving a service-learning course as part of a campus curriculum

New courses proposed at UK must meet standards promulgated by the Senate’s curriculum committees. Before being offered they must be approved by elected faculty committees at department, college, and university levels; courses originating from the medical colleges proceed through the Health Care Colleges Council. If approved, each course is then presented to the Senate Academic Programs Committee on its way to approval by University Senate. In 2012 the Senate launched ECATS (Electronic Course Approval and Tracking System), which documents whether a proposed course includes service-learning or community-based learning experiences. The faculty committees evaluate the proposed course’s pedagogies (e.g., expectation of reciprocity and reflection in the syllabus), but
there is not currently a requirement that service-learning courses meet university-wide standards.

There are two processes through which students can participate in curricular service-learning and civic engagement: 1) enrollment in field-based courses (including those with service-learning) offered through academic colleges and 2) enrollment in experiential education courses (EXP, including some with service-learning) offered by the Office of Experiential Education (OEE). Internships (often in partnership with state agencies or non-profit organizations and including service-learning components) in the major are numbered as -399 (for example, PS399: Internship in Government - http://polisci.as.uky.edu/polisci-undergrad-internships). A description of the policies and process for student participation in experiential education courses is provided below.

Senate Rules state that in 399 Departmental field-based experiential education courses “… student[s] must work with a faculty member to describe the nature of the experience, the work to be performed, accompanying learning experiences, appropriate course credit for the work, and criteria by which the student's work may be evaluated. This information must be written and filed in the departmental office and the Office for Experiential Education prior to the student's registration .... Bulletin descriptions of these courses shall include an explicit statement of the need for filling out a learning contract (Senate Rule 3.1.2.C.).” This process was in place for our original classification.

Students who enroll in experiential learning (EXP) courses are supported by OEE staff (e.g., to identify a faculty sponsor), who maintain contact with the student, community-based supervisor, and faculty sponsor throughout the course. OEE maintains documentation about the courses and implements ongoing evaluation of the program. In September 2012, an Information Session workshop went online to provide broader access to information about the process.

In 2010 the Office of Enrollment Management began requesting academic departments to identify their community-based courses when entering them in each semester’s course schedule. Due to normal attrition and change in duties for the department data entry clerks, this voluntary identification process has produced uneven results over the years. To bridge this gap, the Associate Provost for Undergraduate Education is committed to regular communication with college deans about the importance of identifying service-learning and other community-based learning courses (e.g., making this communication a regular part of his monthly meetings with the Associate Deans of the undergraduate colleges).
2. Fill in the tables below using:
   a. data from the most recent academic year (2012-2013)
   b. data based on undergraduate FTE

<table>
<thead>
<tr>
<th>Number of service-learning courses</th>
<th>Change in number of courses since last application</th>
<th>Percentage of total courses</th>
<th>Percent change in courses since last application</th>
</tr>
</thead>
<tbody>
<tr>
<td>207</td>
<td>89</td>
<td>9.0%*</td>
<td>75.4%†</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of departments represented by service-learning courses</th>
<th>Change in number of departments since last application</th>
<th>Percentage of total departments</th>
<th>Percent change in departments since last application</th>
</tr>
</thead>
<tbody>
<tr>
<td>44</td>
<td>15</td>
<td>51.2%†</td>
<td>51.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of faculty who taught service learning courses</th>
<th>Change in number of faculty since the last application</th>
<th>Percentage of total faculty</th>
<th>Percent change in number of faculty since last application</th>
</tr>
</thead>
<tbody>
<tr>
<td>341</td>
<td>172</td>
<td>20.3%†</td>
<td>101.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students participating in service-learning courses</th>
<th>Change in number of students since last application</th>
<th>Percentage of total students</th>
<th>Percent change since last application.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6,753</td>
<td>2,960</td>
<td>34.2%§</td>
<td>78.0%†</td>
</tr>
</tbody>
</table>
3. Methodology of data collection

Notes for table in #2:

* Percent of total courses is based on the unduplicated number of community engagement courses offered at the undergraduate level divided by the unduplicated number of undergraduate courses offered during the academic year (2,289).

† Percent of total departments is based on the number of departments where at least 1 or more undergraduate courses were offered (86).

‡ Percent of faculty is based on the unduplicated number of faculty teaching community engagement courses divided by the total instructional faculty teaching at undergraduate level (Common Data Set: 2008 - 1,661; 2012 - 1,683).

§ Percent of total students is based on undergraduate FTE headcount (2008 - 17,863; 2012 – 19,728).

The Director of Institutional Research compiled the data in Question #2 using the institution’s official data generated for the U.S. Department of Education, the Kentucky Council on Postsecondary Education, and the Common Data Set. As validation, the Provost asked that the Deans and the Associate Provost for Undergraduate Education confirm the collected data. In response they confirmed correct entries and added any missing courses. The university last took a broad scan of the offerings of community-based courses in 2011 for the purposes of describing these initiatives for the SACS-COC re-accreditation report.

While many of the reported projects and activities included in these courses function outside Kentucky and many reach out across the globe, UK highlights the university’s flagship status in engagement by offering our stakeholders an interactive map showing the activities as well as density of engagement efforts in each of Kentucky’s 120 counties (http://www.uky.edu/iraa/content/community-engagement).

The staff assigned to the Office of Experiential Education (OEE) and often the Endowed Professor in Service-Learning contribute a regular accounting of the experiential education
(including service-learning) offerings through experiential education (EXP) courses for inclusion in annual reports for the Stuckert Career Center as well as for the periodic Self-assessment that is part of the university’s external program review process. Findings in the most recent external review of the Stuckert Career Center in 2012-13 are now part of the Career Center’s program review implementation plan.

As part of the regular end-of-term reporting of all undergraduate course enrollments under the aegis of the Dean of Undergraduate Studies, the Division of Undergraduate Education describes the regular counting of student credit hours generated, grade distributions, and colleges served each semester. These enrollment management reports are sent to the college leadership of the faculty sponsors of students enrolled in EXP courses. The experiential education, community-based learning, community engagement, and service-learning courses housed in the academic units across campus (e.g., a subset of the -399 courses) are reviewed each semester by department chairs and unit administrators with their regular end-of-term reports and are periodically reviewed as part of their departments’ program reviews and, for some, their professional accreditation reviews for systemic improvement.

4. Changes to assessment of institutional learning outcomes associated with curricular engagement

An important campus-wide change that influenced the institutional curricular culture (since our last Carnegie application) came in 2008 when the university’s General Education reform effort proposed overarching student learning outcomes for undergraduates (which are well-aligned with community engagement and service-learning). For example, the text for learning outcomes of courses offered within the “Intellectual Inquiry” content area states: “the ability to employ the processes of intellectual inquiry is best done in an authentic setting in addressing real rather than merely hypothetical problems and questions.” Service-learning is also directly linked to the fourth UK Core learning outcome, which focuses on citizenship (“Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world.”). (See http://www.uky.edu/ukcore/Learning_Outcomes).

Learning outcomes for courses offered through the colleges are determined by the course instructors, and these outcomes are articulated and assessed within the context of the discipline and the department’s regular program review. The Division of Undergraduate Education in Fall 2013 began a review of -399 courses (both those within the colleges and those offered as Experiential Learning or EXP) and will conduct a campus-wide discussion
with associate deans of colleges that have undergraduate programs to gauge how best to standardize expectations and assessments of department-level community-engaged experiences.

For experiential learning courses, the Office of Experiential Education (OEE) ’s service-learning programming approaches the generation and utilization of student learning outcomes through multiple strategies including : (1) supporting faculty in their review of learning outcomes for their current courses to determine if the learning outcomes could best be acquired by using a community-engaged pedagogy; and (2) if so, supporting faculty in making the necessary changes to the course and securing the support needed (e.g., community partners, transportation). In support of quality student participation, OEE staff orient students who have faculty sponsors to review individual learning outcomes contained in the learning contract, and (as necessary) they help manage the logistics of the experiential learning process to facilitate attainment of the learning outcomes. OEE staff use student reflection to help guide future students through the process. EXP students also submit a semester-end survey to share their feedback on many facets of their service-learning experiences,

In Spring 2013, campus stakeholders led by the Associate Provost for Undergraduate Education began an examination of the existing EXP courses, with some of their work focused on student learning outcomes. These proposed learning outcomes will serve as a template for all faculty mentors offering these courses. These stakeholders plan to expand opportunities for students at each level of the academy (e.g., first year, sophomore, graduate students) through a suite of service-learning EXP courses and to implement a more robust university-wide assessment strategy for all EXP courses.

5. Integration of Community Engagement

Student Research

Community engagement is integrated into student research through projects generated within the colleges and projects sponsored by the Office of Undergraduate Research (UGR). Student research has grown significantly since our original classification, and a new director of UGR was appointed in 2010.
Existing and new programs created after 2008, such as the Chellgren Center for Excellence, the Agricultural Biotechnology Program, the Biology Scholars Program, and the Design Colloquium, strongly endorse engaged student research. For example, the School of Architecture partnered with National Chiao-Tung University in Taiwan and the University of Hong Kong in Spring 2013 to create Office Studio - TW-HK to join Office Studio - Kentucky. Office Studio is among the first online studios to be conducted in any school of architecture in the U.S. Twelve undergraduate and graduate students worked with their peers enrolled in partner schools to conduct research and generate proposals for a soon-to-be-decommissioned train depot in Taipei. The UK students and their professor traveled to Taipei to tour the building site and meet with the Mayor’s office and creative industry leaders. As a result of their work Office Studio students presented a commissioned proposal to the Mayor of Taipei. (See http://bit.ly/officestudio).

Since a 2011 curricular revision, the University Honors Program requires participants to earn six credits of “Honors experiences” chosen from undergraduate research, education abroad, and/or service-learning. (http://www.uky.edu/academy/sites/www.uky.edu.academy/files/Pathways%20for%20Your%20Honors%20Experiences_0.pdf) As one example, students enrolled in a Spring 2013 Honors course worked with the Kentucky Human Rights Commission to study the participation of Kentucky women in the U.S. Civil Rights Movement; students used oral histories to build multimedia projects in an open educational resource exploring how civic activism altered women’s lives (http://www.kywcrh.org/projects/kchr-hall-of-fame).

The Gaines Center for the Humanities Fellowship requires a Juried Project that includes community-based research. Following their project, Fellows present their work at the Undergraduate Showcase of Scholars, which is sponsored by the Office of Undergraduate Research. (See http://www.uky.edu/academy/jury-projects). Examples follow:

- A Gaines Fellow designed art therapy workshops for nursing home residents and implemented her project at Lexington's Bluegrass Care and Rehab.
- Another Fellow, at the request of a community partner, designed an environmentally sensitive expansion of a walking trail system in Harrods Creek Park (in Prospect, KY).
- At the request of the Bluegrass Trust for Historic Preservation, a third Fellow designed a web-based resource guide for the historic Pope Villa (in Lexington, KY).

UGR uses many strategies to support and recognize student research (e.g., presentations at the annual Showcase of Undergraduate Scholars; travel grants; enrollment in research courses; website for faculty seeking student protégés and students seeking mentors). The
Director of UGR works to access new sources of funding for undergraduate research. A strategic goal for UGR is to work with college leadership to create a common rubric to evaluate the success of undergraduate research projects.

**Student Leadership Courses**

UK has a variety of student leadership courses, offered in institution-wide programs and in academic units, in which community engagement is integrated into assignments.

Using the long-standing university-wide course (UK100) offered through the Division of Undergraduate Education, the Office of Student Involvement offers a three-credit hour course as part of the Emerging Leader Institute. Instructed by Student Affairs staff, students examine different leadership theories and styles, discover their own leadership style, and gain skills that lead to positive, effective change agency. Teaching from the Social Change Model of Leadership and the Active Citizen Continuum, instructors guide student workgroups on "change projects" in which students identify a campus- or community-based challenge and develop possible solutions. (See http://getinvolved.uky.edu/ld/eli).

An institution-wide initiative new since our initial classification that offers student leadership opportunities is the Living Learning Communities program. Student leaders from two of these communities pair with instructors to deliver courses such as UK101 Academic Orientation (taught by the Director of the UK Veterans Affairs Office) and other courses offered by faculty in the American Military Science department in the College of Arts and Sciences (army.as.uky.edu). These learning communities undertake community engagement efforts as a component of the leadership and "living learning" experience.

Other courses that emphasize hands-on, authentic leadership experiences (also within the living learning communities) are associated with a field of study (distinct from those mentioned above, which are more interdisciplinary). These include, for example, courses in the highly selective Global Scholars Program in the College of Business and Economics (http://gatton.uky.edu/Undergraduates/Downloads/Global_Scholars_Guidebook_2013.pdf). Required in the first year, B&E 120: Leadership in the Global Marketplace, facilitates the production of a personal leadership development plan by students before they begin their community engagement. The course uses student reflection on their development of leadership skills and on the potential impact of their work in the community. The students present their findings in class via a visual summary that includes community partners’ responses and reactions. In the future, Global Scholars Program staff plan to systematically gather feedback from community partners, allowing for the relationships fostered by the Global Scholars to become a part of the college's ongoing improvement of its outreach.
efforts. In 2012-13, the Global Scholars Program was approved by University Senate as one of UK’s first undergraduate certificate programs; a systematic assessment of the undergraduate certificate will include greater rigor in assessing community impact.

In summary, the university’s culture has shifted in the years since our original application, emphasizing research-based evidence to support personalized learning and authentic leadership experiences over theory-based instruction. Moving away from older models of parentis in loco, UK relies increasingly on student leadership both in and out of class, and the growth in student leadership curriculum development is evidence of this change.

**Internships/Coops**

Internships and coops integrate community-based learning experiences with academic disciplines. Students can choose from two forms of internship:

- **Academic Internships:** Students complete a Learning Contract, obtain department approval for faculty supervision and credit hours earned, submit a timesheet, and receive an employer evaluation. Either paid or unpaid, these are typically considered electives; however, several majors require them.
- **Non-Credit Internships:** Students must be paid in order to comply with U.S. Department of Labor laws (except for those internships affiliated with non-profit organizations).

An example of a for-credit internship program that includes community engagement and is embedded in the major is COM 399. In this course, students write a series of papers to integrate their coursework with what they experience in the “work world” as they apply specific communication theories in partnership with community members. Student reflections are guided by discussion and digital exchanges with their faculty advisor to support consideration of the influence of culture and place on the community partner’s perspective, communication, and collaboration. The course provides a venue for students and faculty to explore the “community” and “communication” aspects of engagement. The Department of Communication coordinates around 70 unique internships each term, partnering with approximately 200 businesses and community organizations each year in the Lexington area. (See http://comm.uky.edu/student-info/internship-program).
Another example is a cross-department collaboration in the Colleges of Arts & Sciences and Agriculture: “Environmental Sociology & Internship in Appalachian Studies.” These courses include engagement with the Elkhorn City Heritage Council (in eastern Kentucky’s Pike County) to seek Kentucky Trail Town Certification and to implement their post-coal economic transition plans (designed to cultivate adventure tourism). A new opportunity developed since our original classification, this initiative offers credit for the field component in this project.

The university-wide experiential education courses (the EXP prefix series) are managed by the Office of Experiential Education (OEE) and are offered under the aegis of the Associate Provost for Undergraduate Education. The primary resource for internship postings is the online database tracking system, Wildcat CareerLink. Since the merger of OEE and the Stuckert Career Center in 2007, the quality of internship sites and postings has improved as a result of clear guidelines and monitoring by the Internship Coordinator. (See http://www.uky.edu/careercenter/students/internships).

Since the decision to offer college-based internships resides ultimately in the department or college, any trend data over time is obscured by the de-centralization of the institution and the co-treatment impact of parallel innovative curriculum development. In some cases, the offerings of college-based or EXP internships have declined in favor of course-embedded community-based learning experiences, while in some cases, such as Engineering and Political Science, the department relies on internship learning outcomes to sustain their overall program goals. Future campus discussions led by the Associate Provost for Undergraduate Education will help illuminate past trends and future goals regarding the integration of community engagement in internships and coops.

**Study Abroad**

Opportunities for engagement in communities abroad are offered at the institutional level (through the Office of Education Abroad (EA)) and at the college level through faculty led experiences.

EA in the UK International Center (UKIC) facilitates student learning related to global citizenship (http://www.uky.edu/international/ea_mission). Service, Intern, and Teach Abroad (http://www.uky.edu/international/select_program) are credit-bearing experiences with host communities. In 2012-2013, UKIC hired a new advisor with targeted responsibility to facilitate international service-learning and internships (http://www.uky.edu/international/node/806). Also during Fall 2012, EA developed an
online toolkit for faculty, including a focus on Global Citizenship with “Global Civic Engagement” as an intended learning outcome (http://www.uky.edu/toolkit/node/36).

The creation of the Education Abroad Peer Ambassador (EAPA) program in 2008 (since our original classification) has increased student leadership and engagement opportunities for EA students. EAPAs advise students, present in UK 101 (Academic Orientation), and create their own projects dedicated to improving understanding of and access to EA while earning credit through EXP 396 (http://www.uky.edu/international/peer_ambassadors).

At the college level, the College of Communication and Information offered a newly designed version of ISC 497: Strategic Communication (May 2013). During this three-week course based in Cape Town, South Africa, students developed communication campaigns for an orphanage and for Rainbow of Hope, an organization that supports at-risk children.

During August 2012, 50 UK students from multiple colleges participated in an interdisciplinary health brigade, travelling to Santo Domingo, Ecuador as part of Shoulder to Shoulder Global (STSG) (http://www.uky.edu/international/shoulder_to_shoulder). STSG’s mission is to improve the health and well-being of impoverished communities while offering UK students the opportunity to work in a multicultural and interdisciplinary setting. In a credit-bearing course, Interprofessional Teamwork in Global Health, students learn about Ecuador, how to work as an interprofessional team, and how to apply principles of cultural anthropology, sociology, and health care to their service experience.

Given the emphasis on internationalizing the university in strategic priorities and a regular infusion of associated new resources each year, it is not surprising to note a strong growth in these activities since 2008.
Other

Tactical Support & Community-based Learning Experiences

UK’s Landscape Architecture (UKLA) Department has a long history of community engagement. Most recently LA students, through participation in a community engaged project, were able to make a positive impact on the community of Middlesboro, located in southeastern Kentucky near the Cumberland Gap. Under the mentorship of faculty from UKLA and the Department of Community and Leadership Development (in the College of Agriculture, Food and Environment) eight students collaborated with city officials and citizens on “Build a Better Block,” a tactical urbanism event intended to capitalize on home-grown talent and design assistance to create short term urban interventions that demonstrate potential for longer-term design strategies. The UKLA chair reports that such engaged activities have had a consistently positive impact on his faculty’s involvement with both their students and small Kentucky communities that often shy away from sending their young people away from home to the state’s flagship institution.

In similar efforts, two faculty members in the Department of Curriculum and Instruction partnered with the Carnegie Literacy Center to develop two intergenerational service-learning programs involving local Hispanic families living in Lexington. UK students from one class worked with struggling K-12 students, while UK students in the other class facilitated English Language Learning among these students’ families.

Also during Fall 2012, students in the Department of Hispanic Studies worked with Lexington partners to understand U.S. Latino history, how it is reflected in everyday life among Hispanic families living in Lexington, and the nature of immigration to the U.S. by Spanish speakers. Community partners (Center for Family and Community Service and Kentucky Equal Justice Center) suggest that while meeting student learning outcomes, the professor and his students also advanced the community-identified goals of their organizations. Specifically, these partnering agencies were interested in improving educational outcomes for children (K-12) and families in underserved populations through tutoring and other educational supports; their goal was to ensure academic success and decrease dropout rates in these high-risk populations.

Another new program begun since our original classification and housed in the Gaines Center offers, in conjunction with UK Fine Arts and an array of community partners, the MuseumWithoutWalls initiative called "TakeItArtside." In 2012-13, MuseumWithoutWalls hosted an ongoing inventory of Kentucky’s public art stock (including museums, galleries, studios, historic homes, and archaeological sites) for multiple purposes: tourist maps and smart phone applications, conservation and record keeping, and engaged research. This
“museum” also facilitates cross-disciplinary collaboration with Georgetown College, Transylvania University, the Lexington Art League, Lexington Visual Collective, New Albany (IN)’s Public Art Project, and Louisville’s artwithoutwalls (http://www.kentuckymuseumwithoutwalls.com/).

In addressing goals for improving the Commonwealth, UK faculty have become more tactical in deciding where and how to develop curricular engagement partnerships. One faculty member suggested that instead of seeing UK as a stop on the way to future employment elsewhere, faculty new to UK since 2006 have chosen to work in Kentucky and to purposely include civic engagement as part of their courses.

6. Integration of community engagement in curriculum at the institutional level

Core Course:

While UK does not have one or more core course(s) that all undergraduates must take, there is a Graduation Writing Requirement (GWR) that must be filled by all undergraduates prior to graduation. Starting in Fall 2014 the GWR will become the Graduation Composition and Communication Requirement (GCCR) (http://www.uky.edu/UGE/Writing). All undergraduates must satisfy the Composition and Communication requirement in UK’s General Education program (UK Core); in addition, before graduation, they must also satisfy a more advanced course to fulfill the GWR/GCCR. The faculty designate which course(s) are appropriate for the GCCR, given the academic discipline and professional expectations of the major, and articulate this requirement in terms of one or more learning outcomes that are assessed regularly.

Each GCCR requirement, learning outcome, and assessment protocol is approved by the Senate GCCR Advisory Committee. UK’s Quality Enhancement Plan of Multimodal Communication Across the Curriculum (implemented in Spring 2014) is designed to assist instructors in creating and grading assignments that meet specific communication needs for different disciplines. Students must successfully complete the
GWR/GCCR after achieving sophomore status and earn an average grade of "C" or better in a course designated in their major as fulfilling some or all of the GCCR.

Some of the GWR courses, such as SOC/CLD 340: Community Interaction (which examines community effects on group and individual behavior from the perspective of sociological social psychology), are closely intertwined with community-based learning. Students seeking the undergraduate certificate in Appalachian Studies can satisfy the engagement requirement through APP 399 (Practicum for Appalachian Studies) at UK’s Robinson Center for Appalachian Resource Sustainability in Breathitt County on youth agricultural entrepreneurship and can satisfy the capstone requirement through a paper for Community Interaction on participatory evaluation of a proposed economic development project in Appalachia.

While community engagement is not expressly integrated into the GWR requirement, many of the currently designated courses include this component. For example, AED/FCS 583 Designing Curriculum and Assessment in Career and Technical Education is an instructional methodology course focused on analyzing the principles of teaching and learning to design curriculum, instruction, and assessment for formal and non-formal educational settings, including the pedagogies of service-learning and community engagement (https://www.uky.edu/Ag/CLD/AgEd/UKAgEdNewsletterFa2011.pdf). In March 2011 students in this course held the inaugural Wildcat Leadership Workshop for public-school students in grades 6-12 in both Family and Consumer Science (FCS) and Agricultural Education (Ag Ed) programs. The Ag Ed Department collaborated with the UK ROTC program to facilitate content and leadership-centered workshops for participants (192 6-12 students and 20 chaperones representing 11 different Ag Ed and FCS programs with 71 UK students, faculty, staff, and guests there to assist with the event).

In summary, a number of GWR courses include community-based learning, reflecting an expanded emphasis by faculty on civic engagement.

**General Education:**

Completion of UK’s General Education program - UKCore – is required of all students seeking baccalaureate degrees as of Fall 2011. UKCore has ten curricular content areas and is anchored by four learning outcomes, each of which is well-aligned with community-based learning. (See Question #4 in this section). Some important language connecting community engagement with UKCore is included in the description of the UKCore learning outcomes:
• “… the ability to employ the processes of intellectual inquiry is best done in an authentic setting in addressing real rather than merely hypothetical problems and questions …”
• “… written, oral, and visual communication may be best demonstrated in authentic activities and contexts …”
• “… the understanding of and ability to employ methods of quantitative reasoning can be cultivated by and demonstrated in analyzing issues of daily life alongside community members and citizens.”

Community engagement is most directly linked to the fourth learning outcome: “Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world.”

Each semester students enrolled in UKCore courses must upload to an enterprise server their responses to an assignment chosen by the instructor for assessment purposes. UK faculty conduct a blind review from a random sampling. Every other May, each of the four student learning outcomes is assessed. Four of the ten content areas in the program underwent assessment in May 2013, including Community, Culture, Citizenship in the U.S., and Global Dynamics. Assignments were gathered from seven courses offered in 2010-11. Evaluators using the UKCore Citizenship rubric completed 298 total evaluations on Learning Outcome 4. The scores were provided on a scale of 0-4, with 4 representing the highest level of performance and 0 being the lowest level. The majority of students scored between 2 and 3 (i.e., 35.6% and 32.2% respectively).


UKCore is overseen by the UKCore Education Committee (UKCEC), a standing committee of the Senate that is chaired by the Associate Provost for Undergraduate Education. This committee not only oversees the approval of UK Core courses but is also responsible for the long-term oversight and systemic improvement of the program. The UKCEC has assigned a workgroup to review the above-noted results and to recommend to department chairs improvements in courses offered in that part of the UKCore Program.

The change from the old General Education program (University Studies Program) to the new UKCore Program has encouraged innovation and creativity not only in course offerings but also in teaching and learning strategies. This shift has invigorated the use of community engagement, and greater scrutiny of student projects has led to a stronger commitment to reciprocal partnerships and reflection.
First Year Experience Courses:

In 2007 the Provost declared a “War on Attrition,” and the campus redoubled its efforts to include high impact practices, such as service-learning to impact retention during UK’s first year experience (FYE). The growth of these efforts is reflected in data from the 2012 National Survey of Student Engagement (NSEE) reports, which summarize that 43% of first year respondents reported they had participated in community-based learning activities as part of a regular course in their first year compared to only 41% for our last classification. Several institutional initiatives are focused on increasing retention and are described elsewhere. (See Question #16 in Foundational Indicators). College-level FYE activities (new since our original classification) are described below.

In 2010 the College of Arts & Sciences launched a series of new FYE courses including Community 101: Getting to Know Lexington community members visit class frequently, and students choose to work with one of them for a project. Final projects (videos) are displayed at the Singletary Art Museum in the city-wide Gallery Hop and are also sent to the community mentors. (See https://www.as.uky.edu/getting-know-lexington-community-101-0).

Newly created in 2012, CIS 112: Accelerated Composition and Communication is a UKCore course in which students complete a minimum of 10 hours of service at a local nonprofit organization. For example, students serving with the Bluegrass Technology Center identified a need for better volunteer training. Students proposed a volunteer training video that leads new volunteers through specific tasks (e.g., editing news articles for their database). Anecdotal feedback is positive, and faculty plan to gather data to measure community impact. (See https://ci.uky.edu/icr/node/527).

The director of the Scripps First Amendment Center teaches “Citizen Kentucky: Journalism and Democracy” – open to FYE students and offered (since 2012) in University Honors (as HON 251: The World as Human Network and Affairs). Students organize a public forum with partners, including 6-12 grade students and public officials. They combine research on the role of journalism in democracy with public service.

In short, UK supports the inclusion of community engagement in curriculum redesign for first year experience courses. Instructors across campus rely more each year on innovative practices that include authentic, community-based learning experiences for UK students.

Capstone (Senior Level Project):
While community-engaged learning is not required in UK capstone courses, many students engage with community partners in capstone projects that incorporate community-engaged approaches. In addition, UK’s capstone courses often focus learning outcomes on citizenship, an important outcome for engagement experiences. For example, in the College of Arts & Sciences’ Department of Gender and Women Studies capstone (GWS 599), students participate in projects (e.g., oral histories of female banjo players in Appalachia and the Bluegrass) that address complex issues and the importance of dialog in the community.

Over ten years ago, the Department of Landscape Architecture began offering a required capstone course (LA 975) incorporating service-learning / community-based research. This capstone involves the students in complex community land use planning assistance projects in collaboration with communities throughout the Commonwealth. Projects have included: land use modelling studies, walkability and bikeability assessment, measurements of watershed health and urban sprawl, and modelling forest fragmentation and habit change. Students give at least three in-county public presentations; produce a report illustrating planning ideas; and develop media such as storyboards, brochures, and pamphlets to support the community as they continue the process once the course is over. They meet with community members to learn about their visions for the future of the community, work with stakeholders in one-on-one sessions to refine preliminary ideas, and present those ideas to the community. Students develop four primary products: (a) a vision statement based on the stakeholder’s ideas and values as expressed during the public meetings, (b) a written and illustrated report summarizing findings and recommendations, (c) brochures for use in furthering community support for the overall project, and (d) PowerPoint presentations used at each public meeting.

Evidence of the integration of community engagement in capstone courses can also be found in both the University Honors Program and the capstone course for the selective fellowship program in the Gaines Center for the Humanities “HMN 497: Gaines Fellow Senior Thesis.” Completion of the fellowship requires a thesis under the supervision of three faculty members and offers credit between six and fifteen hours. The Gaines Center is dedicated to serving as a gathering place for conversations between the university and the larger community “to stimulate inquiry about the relationship of the humanities to other broad areas of investigation, such as the sciences, the arts, and the professions” (http://www.uky.edu/sites/www.uky.edu.registrar/files/GC.pdf), and therefore many of the undergraduates’ projects incorporate community engagement.
In summary, capstone courses at UK serve as ideal platforms for innovative course design to infuse social responsibility into the academic and community culture of the undergraduate experience and as culminating experiences in which students integrate disciplinary with interdisciplinary knowledge and connect theory and practice in civic issues.

**In the Majors:**

Many academic programs embed community engagement in their majors. However, there have been a number of changes in how majors are taught and how faculty use community engagement since our original classification. Some of these changes are described here.

For example, the Department of Hispanic Studies in the College of Arts & Sciences now encourages students to “use your Spanish in the local community” (http://hs.as.uky.edu/get-involved-0). Two courses in the Spanish major (and for Foreign Language and International Economics: Spanish) are SPA 423: Advanced Spanish Translation, and SPA 332: Spanish for Latin American Business Environments. In SPA 423 students complete English-to-Spanish translation of a document of a community-partner’s choosing; the community partner evaluates its effectiveness and impact. In SPA 332 students collaborate with a local Latino-owned business or service organization and work together with the partners to produce an informational video in Spanish, placing it in the larger context of Latin American economy and culture; the video stays with the community partner.

Through the New Mappings Collaboratory begun in 2012 UK Geography faculty commit to collaborate in 7-10 partnerships with community-based organizations in the use of Geographic Information Systems (GIS). These partnerships are formed around community issues that may be collaboratively addressed by UK students and their community partners. Beginning with the redesign of the capstone, GEO 509: Workshop in Geospatial Technologies, faculty are currently working to include community mapping earlier in the major course sequence. Next for inclusion is GEO 109: Digital Mapping (a UKCore course) and then GEO 309: Introduction to GIS, which is required for all majors. Conducted with community partner direction, oversight, and collaborative implementation this strategy of classroom partnership in community-led research projects requires students to ascertain and meet mapping needs in the community. Using a participatory workshop model, students engage in a full range of collaborative GIS activities: working with team members and project partners to identify project goals, acquiring and preparing spatial data for GIS analyses, communicating with clients to assess progress, managing spatial data, and
producing maps and analyses. While mapping projects begin and end with the course, the partnerships are sustained by the department through continued year-long follow-ups with community partners to establish strategies that make best use of student expertise and university technology resources. (See http://newmaps.as.uky.edu/community-partnerships).

The College of Fine Arts’ Department of Theatre offers TA370: Staging History (a new course developed since our original application), which involves the design of a documentary drama. “Bringing It Home” emerged from work in the class and was based on oral histories of veterans currently enrolled at UK. In Fall 2011, students performed their docu-drama in a public event that ended with a panel of those veterans whose oral histories were featured in the play. The project was revised into “Civilian,” which premiered at the 15th Annual International Fringe Festival in New York City. (See http://www.nunncenter.org/c2ky/).

Graduate Studies:

UK graduate programs, especially those with a practice or professional orientation, typically include community-based learning experiences to provide more frequent and autonomous opportunities to link research and practice in authentic contexts. Many of UK’s 133 graduate programs include significant community engagement in courses and fieldwork, especially the health care colleges (Dentistry, Health Sciences, Medicine, Nursing, Pharmacy, & Public Health) and professional schools (e.g., Education, Engineering, Law, & Social Work). Representative examples follow.

The Health Communication Research Collaborative consists of multidisciplinary research teams who work on tailored and targeted health message design research, implementation, dissemination, and evaluation projects in partnership with community organizations. The teams often focus on improving communications strategies associated with serving low income and medically underserved communities. (See http://comm.uky.edu/hcrc).

The Colleges of Dentistry, Health Sciences, Medicine, Nursing, Pharmacy, and Public Health offer "Leadership Legacy," a year-long interprofessional course on community leadership. Students work with community partners and other students from multiple health care disciplines to respond to community-identified needs and learn how to work as an interdisciplinary, interprofessional team.

The UK Law Legal Clinic (http://www.law.uky.edu/legalclinic) provides third year law students opportunities to assist low-income clients with legal matters. The College of Law
has historically offered externships at the local federal prison through which second and third year law students assist inmates with legal matters. The College has twice (2012, 2013) been the recipient of a grant from the UK Women & Philanthropy Network to support law students in assisting victims of domestic violence with legal matters. As part of a course, five law students participated during each of the last two spring breaks in a pro bono initiative, assisting individuals in Eastern Kentucky with property damage claims. The Volunteer Income Tax Assistance (VITA) program provides UK law students and UK Gatton College of Business and Economics students with opportunity to prepare tax returns for low-income individuals, annually assisting with approximately 600 returns. (See http://www.law.uky.edu/index.php?pid=294). Further evidence of this college’s commitment to community is their strong public interest and public service program, which provides internships in non-profit and legal aid programs. (See http://www.law.uky.edu/index.php?pid=396).

The Lucille Caudill Little Performing Arts in Program in the UK School of Music (College of Fine Arts) offers the only music therapy graduate degree program in Kentucky (http://finearts.uky.edu/music/therapy/music-therapy-uk). Music therapy students in MUS 430G, 431G, 432G, and 433G regularly provide clinical services at community organizations (e.g., Child Development Center of the Bluegrass) and UK’s Children’s Hospital. Students participate in at least three community engagement projects each semester at facilities such as Eastern State Hospital (state-run mental health facility) and Best Friends (an adult care facility). Graduate students in the Art Administration program also engage in community-based learning; between 2009-2013, students in this program completed 12,300 community engagement hours through structured internships.
7. Incorporation of community-based teaching and learning into courses, through the scholarship of teaching and learning (SoTL)


This manuscript describes results from a pilot study that guides pioneering research in the emerging field of Equine Assisted Learning (EAL). It examines how experiential learning that incorporates working with horses can develop in nurses the leadership competencies critical to running safe and efficient hospital units. Expansion of this rarely-used approach in KY, with linkages to the equine community, promises significant benefit for this trademark sector.


Dr. English and students provide physical therapy to uninsured people in local (Lexington KY), regional (Appalachian Eastern KY), and global (Santo Domingo Ecuador) communities. English describes a variety of projects in patient care and community education.


These authors describe their work in Ecuador and Guatemala and illustrate how global service-learning facilitate student understanding and appreciation of the perspectives of children and families with whom they work.

(d) Brian Lee, Service-Learning Studio at http://www.uky.edu/Ag/LA/KLEAR/Landscape_Research.htm

This website documents community land use projects in Landscape Architecture's capstone. Students work with communities to help establish clear visions and paths forward. The website includes detailed descriptions of projects in land use modelling, of
watershed measurement, health and urban sprawl, and habitat change. It provides links to associated documents and resources.

(e) Levstik, L., Kern, K., & Mazur, J. Reinventing the places we inhabit: Teachers reading place-based history. Under review at the Journal of Curriculum and Instruction.

This study describes and evaluates professional development among teachers in schools located in the Appalachian coalfields (two of these communities are among the poorest in the nation) focused on changing their views of themselves and their communities to reduce the sense of isolation and difference they and their students sometimes experience. The four-year program included piloting community-based projects, including, for example, investigating the impact on a main street of construction of interstate highways and developing a documentary describing how being owned by a national corporation shaped culture and community identity of a “company town.”

These examples reveal the multiple formats faculty use to advance SoTL with support from multiple sources (many initiated after our original classification). The Center for Teaching and Learning (CELT) provides consultation to faculty on strategies for connecting teaching and scholarship. The Endowed Professor in Service-Learning (created since our original classification) helps faculty transfer their engaged teaching and learning into scholarly presentations and publications.

8. Summary of overall changes and trends related to curricular engagement on campus since the last classification

We trace our curricular engagement trajectory back to 2001 when EXP 500: Introduction to Service-Learning was created as part of an initiative to expand service-learning. Minigrants to support faculty in the use of service-learning also began in 2001.

Since UK’s original classification in 2008, the incorporation of community-based learning in curricular (and co-curricular) experiences has expanded significantly. In key central units in which faculty leadership focuses on undergraduate excellence, these pedagogical innovations have risen to the fore. Here we highlight a few key milestones from the recent past and the present and summarize plans for the near future.

In 2008, engaged pedagogies such as service-learning were included in campus-wide curriculum reform, including the new General Education (UK Core). In 2010 the Chellgren Center for Undergraduate Excellence sponsored UK’s first scholarly learning community to focus on service-learning. The program was designed to encourage faculty to use service-
learning in their courses by exposing them to scholarship in the field; participants collaboratively developed strategies for implementing service-learning courses and research projects.

Championed by senior administrators and faculty advocates of high-impact practices (which had been gaining traction across campus), the university’s signature program for high-achieving undergraduates, the University Honors Program, was redesigned in 2011 to include a requirement of undergraduate research, education abroad, or service-learning. Service-learning also became a central part of conversations across campus regarding the impact of such practices for retention of first year students.

In 2012, the Division of Undergraduate Education received a small grant from AAC&U to facilitate campus-wide discussions of civic engagement, and five “Future of Service-Learning” workgroups (co-chaired by university leaders and community partners) were created to determine specific goals and resources required to institutionalize service-learning at UK.

In Spring 2013, campus stakeholders led by the Associate Provost for Undergraduate Education began an examination of existing EXP courses. Their proposed learning outcomes will serve as a template for all faculty mentors offering these courses. These stakeholders plan to expand opportunities for students at each level (e.g., first year, sophomore, graduate students) through a suite of service-learning EXP courses and to implement a more robust university-wide assessment strategy for all EXP courses.

Also in 2013, in collaboration with the Education Abroad office, EXP 500 was reinstated primarily for use as a classroom/field-based course for students participating in international service-learning programs. Now awaiting final approval from the Senate, the course has been redesigned and renamed EXP 510: International Service-Learning.

Plans for the future include discussion with senior administration to establish the proposed Center to support curricular engagement and associated scholarship. (See Question #1 in Wrap Up). With new Senate-approved definitions of service-learning and community-based learning, faculty, programs, and cross-disciplinary initiatives are in a stronger position to infuse these pedagogies in their classrooms; their mentoring of student leaders,
researchers, and organizations; and their scholarship. Although we have made tremendous progress since our original classification we have much to do as we seek to fulfill our curricular engagement potential.

B. Outreach and Partnerships

Outreach and Partnerships describe two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use with benefits to both campus and community. The latter focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.).

Outreach

1. Changes to outreach programs

The university is highly de-centralized; therefore, there is no university-side governing or coordinating body to create or track changes in outreach. Although the Office of Community Engagement (OCE) and the Center for Community Outreach (CCO) consult with units on request, changes are led by colleges and departments. Examples reflecting these changes follow.

The College of Agriculture, Food and Environment’s (CAFE) outreach programs are continually evolving, particularly in Cooperative Extension (across 120 counties in Kentucky), resulting in programming informed by the nation’s economic crisis and by institutional connections with Kentucky’s equine industry. These programs gather input annually from their advisory council, faculty, specialists, and program leaders working with community residents. Since 2007, the Department for Community and Leadership Department, housed in CAFE, has added eight staff who focus on community outreach. Over the past five years CAFE’s Horse College has developed into a multi-county educational activity offering programming for horse owners interested in improving management practices to more effectively and economically care for their animals (530 people completed Horse College in 2013). (See http://afs.ca.uky.edu/equine/horsecollege).

The Department of Physics and Astronomy has expanded its mission beyond a small number of outreach activities to include programs through its MacAdam Student Observatory (built in 2008) and multiple programs with public schools. Once a month community members attend a lecture on varied topics, including but not limited to eclipses,
the solar system, black holes, and quasars; the lecture is followed with a visit to the Observatory to view stars and planets. “What’s New in Science” is a new series designed for high school and middle school science teachers to learn more about the most recent discoveries, events, and advances in science by coming together in a roundtable format with professors from different scientific disciplines to explore subjects in physics and astronomy, chemistry, psychology, and biology. Finally, the department has designed a website with easy access for students, faculty, staff, and community members. (See http://www.as.uky.edu/pa-community-outreach).

The UK College of Fine Arts houses its outreach programming in the Fine Arts Institute. In 2006 there were only two non-credit courses offered (ceramics and woodworking). In 2008 the Institute revamped its outreach efforts and now offers access to classrooms and teaching resources (fiber studio, kilns and woodworking tools, etc.) for a seven non-credit, community education courses. Special topic courses are also taught upon request. Offerings include beginning and advanced Photoshop, ceramics, beginning drawing, painting, metalworking, furniture making, fiber arts, and photography. Two instructors were employed in 2008, with four added since that time. These changes have tripled enrollment in the past five years, resulting in 300 community members and UK employees participating in sessions annually. Their website provides access to information on fees, instructors, dates, and registration. (See http://finearts.uky.edu/art/about/outreach).

2. Changes to institutional resources provided as outreach to the community

Some of the changes in availability of institutional resources provided as outreach to the community since our original application are described below.

The Center for Community Outreach (CCO) is the primary unit responsible for co-curricular student outreach and has undergone significant growth in capacity. From 2008 to 2013, CCO’s professional staffing increased by 300%, the number of student leaders increased by 25%, and its operational budget increased by approximately 300% -- all evidence of broadened investment in supporting community engagement. Two full-time CCO professional staff positions were upgraded in 2012, and the staff expanded to include an AmeriCorps VISTA volunteer; the CCO is searching for another full-time professional staff member to begin Summer 2014.

Virtually every UK college and department uses Federal Work Study in some capacity. In 2006 we held 17 contracts with community organizations and only 10 were active, and in 2012-2013 we held 23 contracts with community organizations and all were active. Each placement provides students the opportunity to work off-campus with a community
agency dedicated to improving quality of life in communities, especially for low-income individuals. The following are example placement sites: The Child Development Center of the Bluegrass, International Book Project, Kentucky Cooperative Extension Project, Kentucky Equal Justice Center, Legal Aid for the Bluegrass, LexArts, Inc., the YMCA of Central Kentucky, and America Reads.

UK Libraries provide access to resources designed to elevate the quality of life and enhance intellectual and economic capital in Kentucky. Since our last classification, UK Libraries have expanded services by providing a webpage for connectivity to the Community Patrons Research Guide; this online service provides ways to search InfoKat for books, explains how to access on-campus research, assists with access to UK computers on campus, and explains how to obtain a special borrowers card. Further, UK Libraries is one of the original six institutions chosen to participate in the NEH-funded Library of Congress National Digital Newspaper Program (NDNP), a project to digitize 20 million pages from U.S. newspapers in the public domain. UK Libraries has targeted for digitization some one million pages of historic Kentucky newspapers. (See http://libguides.uky.edu/communitypatrons; http://libraries.uky.edu/libpage.php?lweb_id=185&llib_id=1).

The UK Athletics Department has added significant enhancements within the past five years. The department places a strong emphasis on providing community service opportunities to student-athletes through its “CATS in the Community program.” The administration and coaches promote the importance of UK athletes giving back to the community. The program is a primary focus of the department’s Life Skills coordinator. Program participation is often a deciding factor when students are selected for postgraduate scholarships and awards. During 2012 – 2013 student-athletes recorded 4,685 service hours, a 137% increase from our last classification (1,978 hours). A new service project was created in 2013 implementing international service trips to Ethiopia, and there has also been a significant increase in the number of student-athletes creating their own service projects.
3. **Partnerships (Examples from across colleges and units)**

- African-American Dementia Outreach Partnership (AADOP)  
  [www.uky.edu/coa/adc/community-outreach-and-information/minority-outreach](http://www.uky.edu/coa/adc/community-outreach-and-information/minority-outreach)
- Appalachian Center [https://appalachiancenter.as.uky.edu](https://appalachiancenter.as.uky.edu)
- Center for Clinical and Translational Science [www.ccts.uky.edu/ccts/index.php](http://www.ccts.uky.edu/ccts/index.php)
- Clinton Global Initiative  UK Project Name: Homegrown Kentucky  
  [http://homegrownkentucky.org/about/](http://homegrownkentucky.org/about/)
- DanceBlue Dance Marathon [www.danceblue.org](http://www.danceblue.org)
- The Development and Community Engagement Group [www.caer.uky.edu](http://www.caer.uky.edu)
- First Scholars Program [https://www.uky.edu/UGE/FirstScholars/](https://www.uky.edu/UGE/FirstScholars/)
- House Boats to Energy Efficient Residences [http://reveal.uky.edu/hbeer_1](http://reveal.uky.edu/hbeer_1)
- Health Education through Extension Leadership: Agriculture, Medicine, and Others  
  [www.ca.uky.edu/hes/?p=6](http://www.ca.uky.edu/hes/?p=6)
- Human Development Institute [www.hdi.uky.edu](http://www.hdi.uky.edu)
- Kentucky Homeplace [http://ruralhealth.med.uky.edu/cher](http://ruralhealth.med.uky.edu/cher)
- The Kentucky Innocence Project [dpa.ky.gov/kip](http://dpa.ky.gov/kip)
- Shoulder to Shoulder Global [www.uky.edu/international/shoulder_to_shoulder](http://www.uky.edu/international/shoulder_to_shoulder)
- String Project [http://finearts.uky.edu/music/uksp](http://finearts.uky.edu/music/uksp)

4. **Changes in the quality, quantity, and impact of partnership activity**

In reviewing the current selection of partnerships for changes since 2006, common themes emerged. We see the following as enhancements: (a) greater utilization of multidisciplinary approaches; (b) increased faculty participation (at the time of our original classification 170 faculty participated in the 20 featured partnerships; in 2012-2013 this number was more than 265 in 15 partnerships); and (c) expanded involvement of and financial support from colleges, research centers, and academic units.

We are especially encouraged by the increased number of multidisciplinary partnerships, in 2012-2013 since one of the most significant and pervasive barriers to collaboration faced by large, de-centralized universities such as UK (in community engagement and otherwise) is the silo effect of disciplinary boundaries. Review of partnerships included in our original application’s grid suggests that few were multidisciplinary (only 4 of 20, or 20%). Further, most involved those colleges and disciplines traditionally engaged in community work (i.e., Agriculture and Medicine); specifically, in five cases the institutional partners were in the College of Agriculture (now College of Agriculture, Food, and Environment), and nine others were in health/medicine units. Reviewing the current partnership grid, 10 of 15 (or 66%) are multidisciplinary partnerships (Appalachian Center; Center for Clinical and Translational Science; Clinton Global Initiative; ; Development and Engagement group of the Center for Applied Energy Research;
HouseBoats to Energy Efficient Residences; Health Education through Extension Leadership; Kentucky Homeplace; Shoulder to Shoulder Global; and Science, Technology, Engineering, Arts & Mathematics Academy). This shift from single to multiple disciplines maximizes the skillsets and knowledge bases UK brings to our partnerships.

Institutional maturation in our partnerships is further evidenced in (a) extension of partnerships beyond their originally envisioned outcomes, partners, and end points (e.g., the DCE group and 8 CAER are working with different communities, in different ways, beyond their original grant obligations and targeted populations) and (b) establishment of units/offices within the broader partnership to support community engagement (e.g., the Development and Community Engagement Group established in 2011 in the Center for Applied Energy Research). This last indicator is particularly noteworthy because it suggests progress toward sustainability, which has often been a problem in Eastern KY where President Johnson’s war on poverty began and where external agencies and individuals continue episodic interventions.

A particularly important feature of the current grid we wish to highlight is the intense focus on local and regional partnerships. We have been and remain proud of our presence in all of KY’s counties and of our special relationship with the Appalachian region of eastern Kentucky. Even Shoulder to Shoulder Global, the only international partnership we chose to represent our work, has as one of its missions the connection of global work in distant and poor communities to work in high-poverty Kentucky communities. These KY partnerships emerge both from years of facing challenges (e.g., poverty) and years of our developing our unique and rich cultural heritage (e.g., music). Evidence of UK’s commitment to the “Kentucky Promise” is given vibrant expression in our partnership grid.

5. Actions to deepen and improve partnership practices and relationships

The Office of Community Engagement (OCE) was established in 2007 (after our outreach and engagement classification) to focus on creating high impact partnerships specific to community needs. In order to improve partnership practices, OCE connects with UK colleges and departments and builds these relationships before connecting academic units with potential community partners. OCE identifies partnership opportunities and matches partners with appropriate UK units, remaining in contact as they develop their relationships and outline plans. OCE staff mentor faculty, staff, and students as they build relationships with diverse populations and with organizations serving under-represented groups. OCE has provided specially designed tours of the local community for faculty, staff, and students to learn more about health and human needs, economic development, education, and the quality of life of UK’s near neighbors. These tours provide members of the UK community the opportunity to learn more about organizations and groups working
in their areas of expertise, meet local leaders and grassroots organizers, establish relationships, and establish an entry point as they begin their collaboration with the community in which our institution is situated.

Professional development continues within colleges as indicated in our original application; however, until the recent intensified collaboration among multiple units (CELT, CCO, OCE, Endowed Professor in Service-Learning, as discussed throughout this application), we had not offered professional development to enhance partnerships on a consistent or university-wide basis. This team now offers workshops specifically focused on professional development needs identified by faculty who have recently been awarded mini-grants to design service-learning courses; these sessions give participants the opportunity to discuss their work with colleagues across disciplines, connect with partners they believe may match well with their own interests and skill sets, and better understand expectations of community members as partnerships are formed.

In 2007 UK created the University Neighborhood Advisory Council (UNAC) in response to an alcohol policy from 1998 in which all alcohol was banned on campus, pushing more student housing and student parties into nearby neighborhoods. Given a lack of new housing at UK, many of the surrounding neighborhoods have become student corridors, filled with rental houses, straining UK’s relationships with its 23 near neighbors and neighborhoods. The Council includes UK administrators as well as community members from these neighborhoods. It identifies programs to create a balance of resident and rental property, researches best practices to enhance town-gown relations, and discusses changes in policies and master planning as well as redevelopment of campus spaces. This opportunity creates a space for authentic discussions regarding issues such as student parties, lack of parking, and other quality of life issues local community members deem important. It gives UK the chance to respond and to be proactive and, therefore, to deepen trust in these relationships.

6. Assessment and evaluation of partnerships

A comprehensive approach to assessing partnerships has yet to be established at UK. However, the proposed Center for Civic Engagement in Teaching, Learning, and Scholarship has among its three primary goals to “develop new and enhance existing university-community partnerships among students, faculty, staff, and community members and organizations that enable the co-generation and sharing of knowledge.” Two of its six core foci are “reciprocal partnerships” and “assessment.” If established the Center will work to develop strategies for not only tracking but also assessing UK’s community partnerships.
Despite the lack of institutional mechanisms to assess partnerships, systems to assess and track data related to partnerships are currently being developed and used in colleges and departments. These units differ in their approaches, making roll up of data to the institutional level difficult. Some colleges have created high level anecdotal descriptions of partnerships and are documenting lessons learned, while others use quantitative metrics.

The Center for Community Outreach (CCO) has targeted significant funds and personnel to assess student participation and volunteerism; that data will provide an indirect measurement and assessment of partnerships. Specifically, CCO worked to identify a mechanism through which to document student engagement in community service and service-learning at UK. The goal was to provide a platform for promoting and managing students’ engagement in the community and for university-wide tracking and reporting on their engagement. In 2013, CCO contracted with VolunteerMatch, the web’s largest online volunteer engagement network connecting businesses and universities with nonprofit organizations. The VolunteerMatch website is customized to UK and generates reports on the breadth (e.g., where students are volunteering) and depth (e.g., how frequently students are volunteering) of student volunteerism. VolunteerMatch can also provide data for the university’s outreach to nonprofit organizations.

We recognize that development of improved systems for assessing partnerships is needed. The breadth and depth of engagement activities across the university and the importance of high quality, reciprocal partnership processes necessitate improved systems. Such mechanisms should assess engagement in a more centralized and systematic way, in order to provide a full picture of the university’s engagement with our partners and to enable ongoing improvement of our partnerships. Such centralization would create greater efficiencies in data collection processes and allow for easier mapping (e.g. an individual student’s engagement over time or the university’s engagement with a particular non-profit). Although we believe a centralized system for partnership assessment is needed it may be that an organized system integrated across multiple units through the support of a coordinating entity may be most facilitative of partnership assessment for an institution such as UK with diverse strategies and approaches to data collection and analysis. During the development of this application we have had opportunities for deep conversations with campus leaders and the leaders of the partnerships documented in our grid; they have helped us better understand the diversity of our partnerships and the values and outcomes unique to each, all of which must inform our ongoing development of high quality assessment practices.
7. Faculty collaboration with community partners to produce scholarly products of benefit to the community


This chapter describes a participatory strategy for increasing community and organizational cohesion through the identification of shared visions and goals. Such community visioning is critical in helping local public officials and community leaders move toward common visions and, in turn, create healthy, safe, and flourishing communities.


This manuscript describes the forging of trans-local partnerships between the Appalachian Studies Association and the Black Belt Action Network. The goals were to share lessons learned in the development and implementation of place-based regional curricula and to engage in reciprocal, storied learning as both regional organizations worked to mobilize and strategize authentic community-university partnerships.


This manuscript describes the work of faculty and students to record community members' perceptions in response to a local coal waste disaster. Mountaintop removal is demonized by external voices but puts food on the table in mining communities. The diversity of perceptions regarding the coal company's responsibility to the communities is important to document and analyze; doing so can inform efforts to navigate ongoing tensions between values related to employment, health, and environmental quality.

This manuscript describes seven Farm Safety 4 Just Kids (FS4JK) day camp sessions held in five states. Local FS4JK chapters collaborated with schools to conduct the camps, with Future Farmers of America high school students serving as instructors and assistants along with Cooperative Extension agents. These summer camps are seen as critical to promoting community health and wellbeing and decreasing farm accidents.


With a grant from the USDA International Science Education, Professor Tanaka and colleagues are examining how faculty, undergraduates, K-12 teachers, and extension agents develop global awareness and competence. Multiple instructional strategies are used in the project.

UK seeks to support faculty scholarly pursuits. For example, the Endowed Professor in Service-Learning facilitates professional development that includes strategies for generating scholarship related to community engagement. With enhanced support from institution-wide and academic units, faculty are developing the sustainable community partnerships that can provide contexts for scholarship.

8. Changes related to outreach and partnerships on campus

UK’s commitment to and support for partnerships with communities has only grown since our original application. The following changes highlight our trajectory over the last eight years.

Service-learning has increased within our curriculum (see Question #5 Curricular Engagement) as have the number of associated partnerships. Part of the purpose of collaboration among the Center for the Enrichment of Learning and Teaching (CELT), the Center for Community Outreach (CCO), the Office of Community Engagement (OCE), and the Endowed Professor in Service-Learning is to better support the efforts of colleges and departments as they develop partnerships in the Commonwealth and globally (e.g., through mini-grants, workshops, and community member panel discussions). These efforts help to identify strengths, lessons learned, and improvements faculty and staff can make in collaborating with community members.

In 2007 OCE was established and charged to provide funding and professional development in support of existing community-university partnerships and to work
directly with community groups and organizations to create new partnerships. As one example of the role this new unit has played in expanding and deepening UK’s partnerships, OCE conducted 12-weeks of field observation (May - June 2011) as part of determining how best to partner with community leaders in Lexington’s East End to improve quality of life among residents of this urban, high-risk, high-poverty community (which suffers from disinvestment and abandonment). Based on a set of priorities articulated in the final report from this process, initial phases of partnership development have begun. Community members and faculty/staff from UK colleges (Fine Arts; Agriculture, Food and Environment; Medicine; Health Sciences) are intentionally nurturing strong relationships as these partnerships (e.g., with community arts center, community health center) are established. This approach has provided a structure through which we are creating plans and making decisions together -- based on mutual respect and the understanding that the university and the East End community can teach each other.

As the state’s flagship and land-grant institution, UK is in a unique position in 2014 and forward to make our engagement efforts within the Strategic Planning context innovative and sustainable. A major goal of the Plan is to “Have a Meaningful Impact on the Commonwealth and the Community.” We are reviewing research and undertaking benchmarking, using a set of guiding questions to identify priorities and key action items, and interviewing leaders in such fields as education, economic development, local and state government, diversity, technology, alumni relations, and student retention. We will continue to be intentional in creating a campus community of engaged citizens and scholars. As we serve the Commonwealth and its citizens, we must steadfastly continue to broaden our university’s positive impact. We will preserve our past efforts; honor the present with new engagement advocates, programs, and units dedicated to work with communities; and shape the path of our future with community partners at our side. Through this visionary lens we are capitalizing on and further developing our institution’s strengths.
III. Wrap Up

1. Any additional changes since last classification

This section provides context for changes since our original classification. Responses throughout this application reflect who we are and what we value as an institution. We are Kentucky’s flagship, land-grant institution, and community engagement is part of our institutional fabric. We bring significant resources to bear on community concerns in Lexington and throughout the Commonwealth. Kentucky is a predominantly rural state, with concomitant challenges of poverty and isolation. Our engaged research, teaching, and service and our partnerships are deeply rooted in this context. Many of our partnerships (6/15 in our Partnership Grid) occur in the 5th Congressional District of Kentucky (one of the poorest in the nation) where President Johnson launched his war on poverty. Kentucky’s history is intertwined with energy production, with extraction industries dominating the rural landscape, company towns drying up as families migrate elsewhere to find employment, and families trapped in poor health and chronic poverty. Since our original classification the coal industry has undergone further erosion, and many families have left Eastern Kentucky. The remaining families are some of the unhealthiest in the nation. Our efforts in this district have redoubled in recent years; examples run throughout this application. However, the challenges of our region are balanced by the richness of a diverse landscape and a deep respect for the power of art and music. UK’s community engagement efforts also honor and nurture these aspects of our Commonwealth's heritage.

UK is one of eight institutions in the U.S. with schools in Agriculture, Engineering, Medicine, and Pharmacy on a single, contiguous campus. Combined with our 14 other colleges, this creates a unique environment to discover, teach, learn, and serve at the intersections among disciplines and fields of practice. We are one of only 22 universities with federal research designations in cancer, aging, and translational science and one of only a few institutions with all health care colleges on a single campus. These attributes enhance our efforts to deepen and expand collaboration with community partners throughout the Commonwealth and will strengthen our emerging commitment to global partnerships.

Since our original classification we have expanded our commitment to undergraduate programming. New strategies to support undergraduate retention have been implemented; many embed community engagement and service-learning, including living learning communities, education abroad and co-curricular service immersions. Our re-classification application was developed by a team of senior administrators, faculty, and staff, reflecting our collaborative values and building on the synergies of multi-partner initiatives. This process provided the opportunity to conduct an environmental scan of
community engagement at UK, which we will use as we move forward. We have identified individuals, units, and initiatives that inspire us as well as areas that require increased attention. We will focus future conversation on assessment, continue advocating strengthened institutional systems coordinated by a proposed center dedicated to this work, and work in partnership with other campus initiatives to advance the goals of UK’s 2014-2020 Strategic Plan. Thank you for the opportunity to examine our systems, push our understanding and practice, and share our work.