

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

## Application Deadline

May 1st, 2023 at 11:59 PM CST

---

## Data Provided

Typically, the data provided in the application should reflect the most recent academic year. Since campuses will be completing the application in academic year 2022-2023, data typically would reflect evidence from AY 2020-2021. Wherever data is requested, please note that COVID has likely impacted data from 2021-2022, 2020-2021, and 2019-2020. Therefore, campuses may use data from the pre-COVID academic year – AY 2018-2019 - if you determine that it provides a better representation of your campus's community engagement. If you do so, please note the academic year that the data represents within the response. If some of your data from COVID years is determined to be an accurate representation of your community engagement, while some is not, then use the best data you have for the question and indicate what AY the data refers to.

---

## Use of Data

The information you provide will be used to determine your institution's community engagement classification. Only those institutions approved for classification will be identified. At the end of the survey, you will have an opportunity to authorize or prohibit the use of this information for other research purposes.

---

## Community Engagement Definition

Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership (of knowledge and resources) between colleges and universities and the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

Community engagement describes activities that are undertaken with community members. In reciprocal partnerships, there are collaborative community-campus definitions of problems, solutions, and measures of success. Community engagement requires processes in which academics recognize, respect, and value the knowledge, perspectives, and resources of community partners and that are designed to serve a public purpose, building the capacity of individuals, groups, and organizations involved to understand and collaboratively address issues of public concern.

Community engagement is shaped by relationships between those in the institution and those outside the institution that are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes. Such relationships are by their very nature trans-disciplinary (knowledge transcending the disciplines and the college or university) and asset-based (where the strengths, skills, and knowledges of those in the community are validated and

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

legitimized). Community engagement assists campuses in fulfilling their civic purpose through socially useful knowledge creation and dissemination, and through the cultivation of democratic values, skills, and habits - democratic practice.

---

## Primary Applicant's Contact Information

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

---

### First Name

Tim

### Last Name

Stewart

### Email

tim.stewart@belmont.edu

### Phone Number

615-460-5431

### Title

Director of Service-Learning

### Institution

Belmont University

### Mailing Address 1

1900 Belmont Blvd

### Mailing Address 2

-- empty or did not respond --

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

## City

Nashville

## State

TN

## Zip Code

37212-3757

## Full Name of Institution's President/Chancellor

L. Gregory Jones

## President/Chancellor's Email Address

l.gregory.jones@belmont.edu

## Full-Time Undergraduate Equivalent Enrollment (as reported in IPEDS)

6962

## Full-Time Graduate Equivalent Enrollment (as reported in IPEDS)

540

## # of Full-Time Equivalent Staff (as reported in IPEDS)

1644

## # of Full-Time Equivalent Faculty (as reported in IPEDS)

377

## **SECTION 2: Campus, Community, and Community Engagement Context**

---

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

**1. If your campus has an institutionally sanctioned definition of community engagement and related terms, provide them here. Describe the context for the creation of the definition, how it was approved, how it is used, and any evidence of its effectiveness in guiding community engagement on campus.** If your campus does not have an institutional definition of community engagement but you are on a campus that has multiple definitions reflecting how different units and disciplines interpret community engagement, provide some description and examples here. If your institution does not have such a definition, please describe any work under way to adopt one.

"Belmont's Office of Community Relations seeks to identify and cultivate alliances with neighborhoods, community groups, nonprofits and governmental authorities in Nashville to increase the effectiveness of Belmont's outreach and service initiatives."

Belmont seeks to "consistently improve the effectiveness of Belmont's engagement with the community by: sharing information with neighbors, working as equal partners with community groups to improve community quality of life, and strategic thinking for community capacity building."

With the inauguration of a new University president in 2021, a new strategic path towards 2030 has been laid to guide the University forward, redoubling our efforts to embrace our neighbors and help our community thrive through equipping people to solve the world's complex problems and being radical champions for helping people and communities flourish. Pathways to reach include whole-person formation, data informed social innovation, championing health and well-being for all, embracing hope and inclusive excellence to reweave the social fabric, and storytelling that inspires truth, beauty and goodness.

**2. Describe your college or university in a way that will help to provide a context to understand how community engagement is enacted. For an institution with multiple campuses, please describe each campus for which you are seeking endorsement. Include descriptors of special type (regional, metropolitan, multi-campus, faith-based, etc.), location, unique history and founding, demographics of student population served, specific institutional priorities, initiatives and other features that distinguish the institution.**

"Belmont University—located in Nashville, Tennessee—began in 1955 (as Belmont College) when the Southern Baptist Convention purchased the Ward-Belmont property to begin a co-educational, four-year college. While no longer affiliated with a denomination, Belmont University is a Christian institution. Our student body is comprised of nearly 70 percent female and 30 percent male students. Of those, nearly 80 percent are white, 8 percent Hispanic, 5.4 percent black, 4.2 percent two or more races.

Belmont's enrollment is just under 9,000, and the University maintains small class sizes—an average of 30 students or fewer and a 12:1 student-to-faculty ratio. We have more than 127 undergraduate programs and 40 graduate programs, with new majors added to meet the growing needs of society. Belmont in 2022 was named to Forbes' "America's Top Colleges" list.

Belmont's Mission Statement says that "we are a Christ-centered, student-focused community, developing diverse leaders of purpose, character, wisdom and transformational mindset, eager and equipped to make the world a better place.

Being engaged community members is one of Belmont's top priorities, and the University works toward this through collaborative, interdisciplinary ways. Our Offices of Community Relations and Service-Learning and

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

University Ministries work in partnership with community agencies and neighbors, as well as getting students connected with opportunities to serve.

In 2021, the University announced the Belmont Accelerator for Social Innovation Collaboration (BASIC) Initiative to encourage and empower individuals across Belmont's campus to use their intellectual capital and faithful commitment for the betterment of our students, the local community and the region. BASIC is designed to bring together faculty, staff, students and community partners in efforts to discover and develop innovative ways to promote human flourishing. Faith-based social innovation is an approach to tackling complex problems that involve cross-sector collaboration and multiple strategies and experiments. Belmont's BASIC Initiative provides multi-year funding to faculty, staff and community partners who come together across three or more disciplines to address "wicked" problems in our community such as intergenerational poverty and lack of educational opportunity to health care inequities and drug abuse, and beyond. While grant proposals do not have a cap, most are under \$50,000 with timelines for design and implementation being up to three years.

### **3. Describe the community(ies) within which community engagement takes place that will help to provide a context for understanding how community engagement is enacted in a way that aligns with the culture and history of the community(ies) partners.**

Nashville, as a whole, is a fairly diverse community. According to the most recently available census data, among a population of 668,580 residents, 62.8% are White, 27.1% are African American, 10.6% are Hispanic, and 3.9% Asian. Due to a number of factors including a strong, diverse economy, supportive infrastructure and a generally welcoming environment, Nashville is home to numerous refugees and immigrants with 13.9% of the population having been born outside the United States. The median age is 34.4 years with 30.3% being 24 or younger. Of the 81,479 public school students there are 136 languages spoken and 147 student birth countries. African American students make up 39.3% of the population with Hispanic students at 32.2%, White students at 24.2% and Asian students a 3.8%. Students with Limited English Proficiency account for 28% of students, and 37% of students are classified as Economically Disadvantaged qualifying for free or reduced meals.

Two of our BASIC initiatives, The Branch Partnership and English Proficiency Access in Antioch, target south Nashville, home to many of our immigrant and refugee communities. Antioch has a median household income of \$47,451, but with 12% of the residents having household incomes of less than \$20,000 per year and 33% having less than \$40,000 per year. Whites account for 41.6% of the population with African Americans making up 35.1%, Hispanics 15.7%, Asians 4.3% and two or more races 2.4%. Females account for 50.6% of the population and the median age is 31.8 years. 19.5% have a high school degree or equivalent and 12.5% have less than a high school diploma. Non US Born residents account for 28.7% of the population and 10.7% of the population is below the Poverty Line.

Another of our BASIC initiatives, The Edgehill Belmont Partnership, builds on existing relationships in the Edgehill community, the neighborhood adjacent to the campus, in order to create and nurture opportunities for family engagement, wellness, and academic enrichment for families with young children. The Edgehill community, along with many older neighborhoods in the inner city, is experiencing gentrification, but is still among the lower income neighborhoods in our community with a median household income of \$52,249, but with 35% of the residents having household incomes of less than \$25,000 per year and 52% having less than \$44,000 per year. African Americans account for 52% of the population with Whites making up 40%, Asians and two or more races 3% each and Hispanics 2%. Females account for 52% of the population and the median age is 28 years. 20% have a high school degree or equivalent and 21% have less than a high school diploma.

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

**4. Describe how community engagement has been structured and shaped at your campus. This may include the institution's founding and history, community requests/demands for campus responsiveness to community issues, leadership priorities, the evolution of community engagement on campus and in communities, institutional culture (e.g., highly decentralized), or any number of longstanding or recent factors including a response to a legacy narrative that may not always have been positive.**

Belmont sits in the 17th district of Nashville and is sandwiched between districts 18 and 19. Edgehill is our closest neighbor, and the area has existed for more than 200 years. Made up of commercial businesses, single-family homes, and subsidized housing, this area is one of the poorest in Davidson County.

As Belmont grew in size, it sought out a partnership with Metro Nashville Parks and spent over \$8 million to improve athletic facilities at E.S. Rose Park located less than a mile from campus in the Edgehill community. Neither Belmont nor Metro Parks anticipated the backlash from some in the neighborhood who feared that Belmont would come in and takeover the park from the community. In response, Belmont hired an Edgehill resident with 20 years experience leading a local non-profit to become our Director of Community Relations. The Office of Community Relations keeps neighborhood stakeholders apprised and involved with happenings, construction, campus news, etc. Office initiatives include the Belmont Engagement and Service team (an effort to consistently improve the effectiveness of Belmont's engagement with the Nashville community) and the Neighborhood Advisory Group (a group who works with the neighborhood, Belmont University and Metropolitan Planning staff on issues associated with implementing the institutional overlay and its' associated Master Development Plan). Additionally, the Office of Community Relations keeps neighbors updated with a monthly email newsletter.

The E.S. Rose Park Athletic Fields are a shared facilities concept for use by Metro Schools, the Park's Easley Community Center, the community and Belmont University. Owned and scheduled by Nashville's Metro Parks and Recreation, E.S. Rose Park provides a 25-acre community facility that includes baseball, softball and soccer fields; a basketball court; a walking track; and a training facility. Further, Belmont awards the E.S. Rose Scholarship annually to honor the memory of Reverend E. S. Rose, an African American religious and Nashville community activist who served as pastor of Greater Bethel African Methodist Episcopal Church (founded in 1866) from 1928-1944. The University awards full and (when funds allow) half-tuition scholarships each year to students distinguished by their record of academic achievement and recognition from educational leaders. Selection is based upon academic accomplishments, leadership at school and in community, demonstrated financial need and residency near E.S. Rose Park in Edgehill neighborhood.

Community engagement is sewn into the fabric of Belmont University and part of many initiatives and activities at the University. Community Relations and Service-Learning work collaboratively to get students, faculty and staff plugged into service opportunities, as well as making sure our neighbors and community partners are cared for well. Community engagement is not simply the job of one office on campus, but a responsibility for all at the Institution.

**5. Describe how community engagement efforts have been impacted by recent national and global events, including the COVID 19 pandemic; greater attention to racial justice; the crisis of decreasing trust in American democracy and institutions; and natural disasters.**

Belmont has adapted to our changing society and the multiple pandemics we're facing—COVID-19, mental health, political distrust, etc.--in a variety of ways. Due to COVID-19, not only did our classes have to pivot to

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

online instruction, but many of our community engagement efforts moved to virtual and remote formats. With the help our partners at the Boys and Girls Clubs and the YMCA Literacy Program, our students continued to tutor participants online throughout the pandemic and virtual options have continued to be an effective way to engage both more volunteers and more participants in the program even as in-person programming has resumed. Another adaptation to COVID-19 was making our annual Community Connections Volunteer Fair a virtual one in the fall of 2020. Normally an in-person event on our campus drawing 70 - 80 agencies and 200 - 300 students, we made it a city-wide event open to other area colleges and universities. From Monday through Thursday afternoon that week, we had multiple 1 hour Zoom windows beginning every half hour between 4:00 and 5:30 p.m. More that 700 students from Belmont, Fisk, Lipscomb, Tennessee State, Trevecca, and Vanderbilt universities sat in on sessions with representatives from over 40 agencies during the week.

We have also sought to address issues of racial justice and decreasing trust in American democracy and institutions by becoming active participants in the Voter Friendly Campus initiative, an effort to increase voter registration, education and turnout. Through the leadership of our Student Government Association, Belmont has received the Voter Friendly Campus designation in both 2020 and 2022 election years. The campus has also sought to address injustices that have been a part of the history of our location having dedicated an area on campus known to have housed enslaved individuals as Freedom Plaza with the names of those enslaved engraved on the Plaza's fountain and a plaque naming of the plaza as a reflection of the lyrics to the "Oh Freedom" spiritual along with an inscription that states "May our journey toward justice honor their memory and their legacy." Additionally, we sought to foster hope and belonging by dedicating an on-campus indigenous garden to celebrate and honor the ancestors, heirs, descendants and living members of the Cherokee, Shawnee, Chickasaw and Yuchi peoples who once lived on the land on which the campus sits.

With regard to natural disasters, both during Nashville's historic flood in 2010 and the deadly tornadoes of 2020, Belmont students, faculty and staff were given time off from classes and paid time off from work to go assist our neighbors in clean-up and recovery. Dozens of students, faculty and staff volunteered for hundreds of hours in partnership with our city and many of the non-profits with whom we work on a regular basis to help our neighbors.

## **SECTION 3: Quality of Community Engagement Relationships**

---

**1. Describe specific systematic actions and strategies used to ensure the institution, academic units (colleges, departments), and faculty and staff are building academic-community partnerships that center mutuality and reciprocity. Please provide one example for each of the following categories of practices that indicate mutuality and reciprocity (maximum word count 1000):**

- a. how the effectiveness of those actions and strategies are shared with partners.**
- b. how the campus ensures that community partners have "significant voice" and input into institutional or departmental planning.**
- c. how the systematic data from the feedback and assessment of partnerships is used to improve reciprocity and mutual benefit.**

The Belmont Engagement and Service Team seeks to consistently improve the effectiveness of Belmont's engagement with the Nashville community by sharing information, experiences and practices related to

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

community engagement, working as equal partners with community groups, partnerships and collaborations to improve community quality of life, while enhancing the Belmont student experience, and thinking strategically about community capacity building. This is done in collaboration with the Neighborhood Advisory Group and the results of the effectiveness of their actions and strategies are communicated in monthly e-mail newsletters to the community and on the Office of Community Relations website.

In addition to the community having significant input into the institutional planning process through the Neighborhood Advisory Group, community input is provided to many of our colleges and departments by groups such as our Child Care Administration Advisory Council, our Frist College of Medicine Advisory Board, our Teacher Education Council, our Massey Graduate School of Business Board of Advisors, our Occupational Therapy Advisory Board, and our Physical Therapy Advisory Committee. Feedback is also collected from community partners through surveys at the conclusion of major events like our annual Community Connections Fair and Martin Luther King Joint Day of Service, an annual event initiated by Belmont University that brings together students from American Baptist College, Belmont, Fisk and Lipscomb Universities, Meharry Medical College, Nashville State Community College, and Tennessee State, Trevecca, and Vanderbilt Universities. In addition, feedback from ongoing service-learning activities comes through our service-learning Course Agreement form which spells out clear channels and expectations of communication between community partners and faculty and our community partners are provided an opportunity to share feedback about their experiences with service-learning classes through end of semester surveys.

The systematic data from the feedback and assessment of partnerships helps us identify areas where we can better meet the needs of our community partners and at the same time, the needs of the campus. An example of this can be found in our partnership with the Organized Neighbors of Edgehill where they identified a need in the community for their seniors to be more active and to better monitor their health and medications. This resulted in collaborations with our Pharmacy and Nursing programs where our students and area residents started a walking club where each group held the other accountable for showing up 2 or 3 times per week to walk, and our students provided weekly assistance with blood pressure screenings and medication monitoring.

Another effort to better connect to the community and provide mutual benefit to the community and campus is Belmont University's new Data Collaborative and the Belmont Data Platform (BDP), a solution to the city's need for a shared inventory of community data that can inform data-driven solutions to issues in Nashville. The new platform takes community-level data and aggregates it into one centralized location, open and available to the public and other stakeholders. This collaborative platform offers a collective impact framework for the community to have intentional opportunities to work together and share information for the purpose of solving complex problems, such as the disparate negative health outcomes across zip codes that disproportionately affect people of color. The BDP combines the Data Warehouse with Thriving Cities Group's user-friendly mapping tool, RoundTable, and will eventually include a collaboration tool called ReLight that will allow public users to participate in data competitions and challenges and to share insights on future data reports. The group invites the community to use and share data through the BDP to better address hypertension and other critical issues across the city.

**2. Community engaged campuses collect data about the mutuality of community partnerships. Describe the nature of data your institution collects about community partnerships. Describe how the use of disaggregated partner demographic data (specifically by racial and/or demographic groups) is used in your assessment and planning. Please describe at least two but not more than four examples of how this data is used (maximum word count 1000).**

Belmont is in its early stages of using data about the mutuality of our community partnerships, but one project



# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

using the Belmont Data Platform is already underway. The Healthy Community Insights (HCI) working group recently released its Nashville Hypertension Report which offers an initial snapshot into the issue of hypertension in Nashville. The Report uses Belmont Data Collaborative's Data Warehouse of publicly available, state-wide health data and looks at its prevalence and unequal distribution across the city. Findings are shaping future plans for our new College of Medicine scheduled to open in July 2024.

In addition to looking at the issue of hypertension in Nashville, data from the Data Warehouse is being used to address issues of affordable housing and mental health in the community. This data will inform the directions of our Belmont Accelerator for Social Innovation Collaboration (BASIC) outlined in questions 3 below.

### **3. Provide an example of collective goals that the campus and community have developed and agreed upon to guide community engagement. How are these goals tracked, measured, and reported annually to various stakeholders?**

The Belmont Accelerator for Social Innovation Collaboration, or BASIC, promises to encourage and empower individuals across Belmont's campus to use their intellectual capital and faithful commitment for the betterment of our students, the local community and the region.

BASIC is designed to bring together faculty, staff, students and community partners in efforts to discover and develop innovative ways to promote human flourishing. Faith-based social innovation is an approach to tackling complex, "wicked" problems that involves cross-sector collaboration and multiple strategies and experiments. Examples of wicked problems could include everything from intergenerational poverty and lack of educational opportunity to health care inequities and drug abuse, and beyond. BASIC aims to create a new equilibrium by building, renewing or transforming institutions and offering approaches to social problems that are more effective, efficient, sustainable and just than existing ones.

Our first two BASIC grants, awarded in the fall of 2021 included the following:

**EDGEHILL**—Faculty and staff in Belmont's social work, education and community relations areas work with Carter Lawrence Elementary School's Extended Learning Program, the United Way Edgehill Family Resource Center, Salama Urban Ministries and The Store, among others, to pilot an extended learning and family support initiative for 25 families in the Edgehill area. Activities include a 2Gen approach that offers academic, creative arts and wellness enrichment to engage children and their families.

**ANTIOCH**—Business, occupational therapy and honors faculty work with 'The Branch' of Nashville, the Antioch United Methodist Church and other area community partners to provide English literacy, nutrition education, workforce development, citizenship access, healthcare options and more to Branch participants, many of whom are refugees or immigrants. Activities include designing a community center, reimagining strategy for food distribution and building models and curriculum for services.

Both grants are still relatively new and methods for tracking progress on goals are still evolving, but with regard to the Edgehill partnership, one of the Belmont faculty involved in the initiative, Dr. Sabrina Sullenberger, stated in a recent report that "The most important thing we've been doing is spending time building relationships and listening and thinking primarily about collaboration. We had some ideas of things we might do, but it's more important to listen and collaborate," Sullenberger said. "What does it look like to really listen and build relationships and for the longer term."

With regard to Antioch, the students spent their first semester serving in the various programs in the

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

community to get to know the community better. This was followed by carrying out a survey commissioned by the community to learn more about The Branch's primary clientele - those receiving food assistance, elders and new neighbors from Afghanistan. Data from the survey has been instrumental in shaping the partnership and providing direction for future collaboration.

## 4. Describe how community partners in marginalized communities are compensated for their labor in enriching student learning and faculty research.

Community Partners are compensated for their labor in enriching student learning and faculty research in a variety of ways. Many departments provide honorariums to guest speakers from the community who come to classrooms. In addition, our BASIC grant program, in addition to providing access to student volunteers, has provided over \$215,000, including \$49,300 to The Branch Partnership, \$63,400 to the Edgehill Partnership, \$41,865 to promote Financial Access to the Working Poor, \$33,745 towards English Proficiency Access in Antioch and \$26,700 in Music Education Access, all aimed at and directly benefitting marginalized communities.

Above and beyond the BASIC Grant to the Edgehill Community, Belmont pays annual rent (now up to \$70,000 year with a 3% annual escalator clause) to Rose Park, a neighborhood park located between Carter Lawrence Elementary and Rose Park Middle Schools for programming at the Community Center and to the PTOs of those schools. We also pay Metro Nashville Public Schools (MNPS) \$35,000 for the lease of property near the park for a baseball hitting facility that MNPS dedicates to school programming at Carter Lawrence. In addition, Belmont provides at least two full tuition scholarships annually to students from the community and Belmont provides about \$120,000 per year in maintenance work at Rose Park and provides free admission to the general public to all Belmont athletic events held at the park.

## SECTION 4: Academic Community-Campus Partnerships

Describe at least five but no more than eight representative examples of partnerships (i.e., institutional, centers, departmental, and faculty/staff) that illustrate both the breadth and depth of community engagement during the most recent academic year.

### Partner #1

Project/Collaboration Title	Celebrating Cultural Capital
Community Partner Name	The Branch
Community Partner Contact	Wendy Salyers
Campus Partner (person, program, department, center, etc.)	Director of ESL

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

Purpose of the Community-Campus Partnership	We seek to address the literacy and economic barrier within the Nashville community by celebrating the cultural capital of linguistically diverse individuals. This work happens by connecting Belmont students to the community through a strong relationship with The Branch and community schools. These connections provide opportunities for growth for all involved with the potential to develop a framework between university, schools, and nonprofits.
Length of Partnership	1 year
Number of faculty involved	4
Number of staff involved	1
Number of students involved annually	50
Grant funding, if relevant	BASIC Grant
Impact on the campus	Increased career readiness of Belmont students
Impact on the community	Increased English language acquisition, literacy growth
Provide one example as to how reciprocity is enacted through the partnership	Conversation partners
Titles of Courses Linked to Partnership	Language and Literacy Acquisition; First Year Seminar, Human Development, Diverse Learners, Writing in the Community

## Partner #2

Project/Collaboration Title	Legal Clinics
Community Partner Name	Tennessee Bar Association (TBA)
Community Partner Contact	Liz Todaro - Tennessee Bar Association Access to Justice Coordinator
Campus Partner (person, program, department, center, etc.)	Alix Rogers, Public Interest Coordinator, College of Law
Purpose of the Community-Campus Partnership	To serve the community by expanding access to legal services, to engage students in service learning, and to connect students with practicing attorneys in Tennessee
Length of Partnership	Since Feb. 2022
Number of faculty involved	

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

Number of staff involved	1
Number of students involved annually	43
Grant funding, if relevant	
Impact on the campus	These clinics have engaged 90 pro bono attorneys who supervise and work with our students at these events. These attorney volunteers often go on to further mentor the students, and such relationships occasionally result in internships or jobs. Two of the 12 clinics have been hosted on campus, bringing people from low income households to our campus and creating a more welcoming and inclusive culture.
Impact on the community	Since February 2022, Belmont Law in partnership with TBA has hosted 12 legal clinics aimed at serving neighbors from low income households and vulnerable people in the community. Types of clinics include Expungement clinics, Free Legal Answers clinics, Wills and Power of Attorney clinics, and Debt Relief clinics. 190 clients from low income households and or vulnerable populations have been served by Belmont law students since we began these efforts.
Provide one example as to how reciprocity is enacted through the partnership	We lend student volunteers who help run the event. We also assist in organizing the event, and on occasion, lend space for the event. In return, the TBA recruits and provides attorney volunteers willing to supervise our students during the clinic.
Titles of Courses Linked to Partnership	

## Partner #3

Project/Collaboration Title	SCOPE Domestic: YLC
Community Partner Name	Young Leaders Council
Community Partner Contact	Kim James, Executive Director
Campus Partner (person, program, department, center, etc.)	Massey Graduate School of Business
Purpose of the Community-Campus Partnership	Consulting course - Student led consulting for the non-profit to help them identify and solve problems to help the non-profit sector in Nashville
Length of Partnership	2022 Spring Semester: January-May 2022
Number of faculty involved	2
Number of staff involved	
Number of students involved annually	4

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

Grant funding, if relevant	
Impact on the campus	Impacts the Massey Graduate Programs through experiential learning opportunities that provide our students with real-world experiences with non-profit boards.
Impact on the community	Increases non-profit board opportunities for young leaders in the Nashville community - benefiting the non-profits and providing great leadership experiences for rising leaders in the Nashville Community
Provide one example as to how reciprocity is enacted through the partnership	The students work closely with the executive director and others in the organization. They were able to participate in the YLC-Leadership Program. This builds networks for the students and provides non-profit board memberships for the students once they complete the program.
Titles of Courses Linked to Partnership	SCOPE (Student Consulting Opportunities for Professional Engagement) Domestic

## Partner #4

Project/Collaboration Title	Faculty Practice Sites; Partnership with Nashville CARES
Community Partner Name	Siloam, The Next Door; Nashville CARES
Community Partner Contact	Siloam - Kristin Martel; The Next Door - Amanda Dunlap; Nashville CARES - Amna Osman
Campus Partner (person, program, department, center, etc.)	Department Chairs from College of Pharmacy
Purpose of the Community-Campus Partnership	Faculty are practitioners at these sites and see patients there and take students on rotations; HIV Testing and Counseling; training of fellows; learn about pharmacy
Length of Partnership	most since 2010
Number of faculty involved	15
Number of staff involved	
Number of students involved annually	60
Grant funding, if relevant	
Impact on the campus	Enhanced learning opportunities for students
Impact on the community	Enhance patient care

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

Provide one example as to how reciprocity is enacted through the partnership	Faculty cover services and patient care at the site, and the site provides space for a student learning
Titles of Courses Linked to Partnership	Advanced Pharmacy Practice Experiences

## Partner #5

Project/Collaboration Title	Better Together: Edgehill/Belmont Partnership (A BASIC Initiative)
Community Partner Name	Organized Neighbors of Edgehill, Edgehill Family Group and others
Community Partner Contact	Brenda Morrow
Campus Partner (person, program, department, center, etc.)	Sabrina Sullenberger, Joyce Searcy, Mona Ivey-Soto, Joy Kimmons, Jenny Crowell are main points of contact
Purpose of the Community-Campus Partnership	The purpose of the BASIC initiatives are to use university resources in relationship with community partners in ways that lead to empowerment, relationships, etc.
Length of Partnership	1.5 years
Number of faculty involved	4
Number of staff involved	1
Number of students involved annually	70
Grant funding, if relevant	Funding from a BASIC Grant, \$63,400 to date.
Impact on the campus	Students have had meaningful engagement in this work both in and out of the classroom. Multiple faculty and staff have been involved in tangential ways beyond the people who are the main points of contact.
Impact on the community	Residents have identified the activities as meaningful and helpful. In this second year of programming we have started collecting more quantitative data to better capture feedback on feedback.
Provide one example as to how reciprocity is enacted through the partnership	Students' classroom experiences have been enriched by having speakers from Edgehill that has been born out of our work in the community. Students have also had opportunities for out of classroom experiences related to the BASIC work, including engaging with families and children at events. Faculty and community partners have explored mutually beneficial opportunities, such as funding sources and connecting Edgehill residents to other community resources that match needs expressed by the residents.
Titles of Courses Linked to Partnership	Various courses in Social Work and Education

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

## Partner #6

Project/Collaboration Title	Writing in the Community
Community Partner Name	Healing Housing and The Branch
Community Partner Contact	Tracey Levine, Director of Healing Housing and Wendy Saylers, ESL Coordinator The Branch
Campus Partner (person, program, department, center, etc.)	Amy Hodges Hamilton, English Department
Purpose of the Community-Campus Partnership	To listen to, honor, and record stories from people on the margins whom we might not otherwise hear from
Length of Partnership	10 years
Number of faculty involved	4
Number of staff involved	1
Number of students involved annually	50
Grant funding, if relevant	Brentwood United Methodist Foundations Grant to provide computers to women coming out of addiction and sex trafficking and BASIC grant for The Branch
Impact on the campus	Students have changed their majors/career goals based on this community focus and list it as one of the most influential courses across their college curricula.
Impact on the community	The partnership is very reciprocal and collaborative and community organizations have used the oral history projects for their organizations and, of course, for the individual people involved.
Provide one example as to how reciprocity is enacted through the partnership	Here is a quote from a student paper that was published in the Undergraduate Journal of Service-Learning and Community Based Research in the Fall of 2015 about her experience working with a woman at The Next Door, a rehabilitation center for ex-offenders and recovering addicts. "This work echoed what I had been learning at Belmont, a school that strongly values being in community and demonstrates that through the classes available, community service requirements for graduation, and opportunities for student involvement. Being in a community, in my experience, means listening and giving weight to every voice and supporting that weight with love. It means honoring individuals in a way that can make an impact. This work was inspiring to me, and the more voices I heard, the more I was led to advocate for them." In the course of her experience with "Belaina", she came to this realization "...to have an ongoing conversation with Belaina led to understanding another level of community that was bigger than the two of us. It extended to the women I met with weekly at the clubs, to my professor and fellow students, to the citizens of Nashville: the list goes on and on. To record it week to week and to add to history through writing is a glimpse of what writing is all about. We each had to remove ourselves from our own worlds to meet, extend ourselves towards one another, and affirm one's place in the family of things. Here I was, giving validation and affirmation to Belaina's story, and in return she validated me as a student and writer."

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

Titles of Courses Linked to Partnership	Writing in the Community, Honors Humanities Seminar, Reading/Writing Social Justice
---	---

## Partner #7

Project/Collaboration Title	Community Partnership with YMCA of Middle Tennessee, Y-Literacy Program
Community Partner Name	YMCA of Middle Tennessee
Community Partner Contact	Emma Broadfoot YCAP Senior Literacy Specialist
Campus Partner (person, program, department, center, etc.)	Jason Lovvorn, Associate Professor of English
Purpose of the Community-Campus Partnership	Service-learning partnership involving Y-Literacy and a Third Year Writing class each semester to help children in the YMCA program with their reading and to help Belmont third-year writing students better understand the themes of service, learning and literacy.
Length of Partnership	Partnership with YCAP/Y-Literacy has been ongoing since Spring 2020
Number of faculty involved	1
Number of staff involved	1
Number of students involved annually	40
Grant funding, if relevant	
Impact on the campus	Third Year Writing students in this service-learning class develop significant experiential complements for the course themes of service, learning, and literacy.
Impact on the community	"Y-Literacy helps struggling readers in grades K-5 gain confidence by increasing their reading comprehension and literacy skills. We offer weekly free one-on-one tutoring to students who are reading below their grade level. Our curriculum covers the essential components of literacy: phonics, fluency, comprehension, vocabulary, and sight-word recognition."
Provide one example as to how reciprocity is enacted through the partnership	Students in a Third Year Writing class tutor once a week with K-5 students in Metro Nashville Public Schools. The elementary school students practice reading and get help with reading skills. The Third Year Writing students develop experiential knowledge that adds depth to the course themes of service, learning, and literacy.
Titles of Courses Linked to Partnership	ENG 3010, Third Year Writing

## Partner #8

Project/Collaboration Title	The News Literacy Project Public Relations Campaign
-----------------------------	---



# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

Community Partner Name	The News Literacy Project and Public Relations Student Society of America Bateman Case Study Competition
Community Partner Contact	The News Literacy Project Contact: Mike Webb and Christina Vega (202.715.3722) PRSSA Contact: Jeneen Garcia (212.460.1476)
Campus Partner (person, program, department, center, etc.)	Christie Kleinmann, Department of Public Relations
Purpose of the Community-Campus Partnership	The purpose of this partnership is to help build a more news-literate nation. This initiative begins at the community-level to help community members understand the need for news literacy and provide the tools for members to become more news literate. This initiative is part of a larger national community partnership through the Public Relations Student Society of America's Bateman Case Study Competition. Teams throughout the country are invited to partner with a national client (this year the News Literacy Project) and conduct a comprehensive grassroots campaign for the client in their community. Following the campaign, the client provides feedback to the teams on their efforts. Belmont has participated in this initiative for a number of years, developing national and local partners.
Length of Partnership	unknown
Number of faculty involved	1
Number of staff involved	1
Number of students involved annually	4
Grant funding, if relevant	Belmont University, Department of Public Relations \$300
Impact on the campus	The student team also developed a comprehensive news literacy plan for campus. Belmont students will learn the importance of news literacy and receive tools on how to be more news literate. Further Belmont professors will be given lesson plans and activities on how to integrate news literacy into their classes. The student team is also impacted through this initiative. Prior to this partnership, these students were unaware of the importance of news literacy and how to decipher news credibility. Thus, they have gained the knowledge and skills to be more news literate. They have also gained critical skills for the future profession. Students who have completed similar partnerships have described this experience as the pinnacle of their academic preparation, and many have credited this experience as a key reason they were hired by their first-choice employer following graduation.
Impact on the community	At the grassroots level, the student team has partnered with Metro Nashville Public Schools to provide news literacy education and tools to high school teachers and students. The team has created lessons plans and activities to help high school students understand the importance of news literacy and to practice how to become more news literate. These materials will be given to high school teachers and student teachers placed in high school classrooms. For the national partnership, the team's work allows NPL to serve a previously identified but unreached market. Through this partnership, high school students will gain an understanding of the importance of news literacy and receive tools on how to become more news literate.

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

Provide one example as to how reciprocity is enacted through the partnership	This partnership is a beautiful example of educational-community reciprocity. The News Literacy Project has a national goal that can only be met at the grassroots level. They need teams willing to educate their community on the importance of news literacy and help community members become more news literate. A team of select Belmont students provide this grassroots opportunity for NLP. The partnering team of Belmont students in return earn incredible professional experience through this partnership. They learn how to take a national initiative and shape it to meet the needs of their community. They gain professional experience in a myriad of ways including client/community relations, comprehensive campaign development, leadership/teamwork, and execution/evaluation.
Titles of Courses Linked to Partnership	PRL 3910 Advanced Public Relations Campaigns

## SECTION 5: Institutional Identity and Culture

**1. Describe how your campus mission and vision reflect an institutional commitment to community engagement. Provide a quote from the mission and/or vision statement that best represents your institution's commitment to community engagement.**

MISSION: We are a Christ-centered, student-focused community, developing diverse leaders of purpose, character, wisdom, and transformational mindset, eager and equipped to make the world a better place.

VISION: To be the leading Christ-centered university in the world, radically championing the pursuit of life abundant for all people.

OPERATIONAL EMPHASES: Embrace, engage, and serve our neighbors in Nashville and Middle Tennessee as a trusted community partner and radical champion for flourishing.

VALUES: Integrity, Inquiry, Collaboration, Service, and Humility

President Jones began his presidency June 1, 2021, communicating with campus and the broader community his vision for Belmont to 'Let Hope Abound.' This vision, which continues to serve as the foundation of Dr. Jones' time on campus, includes a commitment to five ways of being: Hope Inspiring, Character Forming, Future Shaping, Community Engaging, and Bridge Building.

**2. Describe the formal recognitions provided by your institution through campus wide awards and/or celebrations for community engagement.**

(University Service Award) The John Williams Heart of Belmont Award for Students: 'recognizes a third year or fourth year student who meets the following criteria; intrinsic commitment to voluntary service, initiative and innovation in problem solving, persistence in overcoming obstacles, advocacy for change that enhances the lives of those in the community, mature understanding of community needs and systematic problems, sensitivity in developing a partnering relationship with the community, habits or reflection that derive from service and lead to service'

Leadership in Christian Service Award: This award is presented annually to a full-time Belmont University faculty member who has helped lead a Christian service organization, in particular one that connects the resources of Belmont University to the needs of the world.

Belmont has also just started recognizing students for the Algernon Sydney and Mary Mildred Sullivan Awards

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

given out by the Algernon Sydney Sullivan Foundation. They recognize individuals who demonstrate the highest standards of character, integrity and service to others and their community.

### **3. Describe how community engagement is defined and planned for in the institutional strategic plan and provide quoted examples from the strategic plan that demonstrate a clear definition and specified steps for achieving deep and pervasive community engagement at your institution.**

Belmont's Strategic Path to 2030 places a heavy emphasis on community engagement. Our Aspirational Aim grows out of our Vision statement as we want "to be widely recognized as the leading Christ-centered university in the world, know for: Forming Christ-centered leaders; Equipping people to solve the world's complex problems; and Being radical champions, helping people and communities flourish."

Four out of the five strategic pathways to help us achieve our aspiration aim specifically relate to community engagement. "Lead the way in data-informed social innovation to enable regions to thrive." "Champion an integrative approach to achieve better health and well-being for all." "Embrace hope and inclusive excellence to help reweave the social fabric." "Amplify storytelling to inspire the world with messages of truth, beauty, and goodness."

To this end, one of our strategic emphases directly addresses our engagement with the community - "Embrace, engage and serve our neighbors in Nashville and Middle Tennessee as a trusted community partner and radical champion for flourishing."

### **4. Describe how community engagement is emphasized as part of the institution's brand message identity or framework.**

Belmont University's mission affirms the university's purpose to "develop leaders of purpose, character, wisdom and transformational mindset, eager and equipped to make the world a better place", and our Vision to "radically champion the pursuit of life abundant for all people." Thus, the community serves as a classroom where our students, faculty and staff partner with community organizations who serve as community teachers to share resources and knowledge and do problem-solving to impact change in both the urban and rural areas surrounding Belmont.

Our Office of Community Relations identifies and cultivates alliances with neighborhoods, community groups, nonprofits, and governmental authorities in Nashville to increase the effectiveness of Belmont's outreach and service initiatives. After determining needs, Community Relations collaborates with the Office of Service-Learning and professors to determine diverse partners with whom we can work to solve real-world problems as we develop civic-minded students who have skills and are learning how to build trust.

### **5. Describe how executive leadership of the institution (president, chancellor, provost, chief diversity officer, trustees, etc.) explicitly promote community engagement as a priority.**

Belmont President Greg Jones introduced his vision for Belmont to 'Let Hope Abound' when he started in 2021. This vision, which continues to serve as the foundation of Dr. Jones' time on campus, includes a commitment to five ways of being: Hope Inspiring, Character Forming, Future Shaping, Community Engaging, and Bridge Building. Dr. Jones, in addition to publicly speaking about the importance of community engagement on a regular

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

basis, sets an example by being personally engaged in a wide variety of Civic Initiatives including the John Templeton Foundation, McDonald Agape Foundation, India Collective, Partnership for American Democracy, The United Way of Greater Nashville, Nashville's Agenda Steering Committee, Nashville Public Education Foundation, and the Nashville Health Care Council.

Other significant leaders at Belmont also lead by example through their engagement in the community.

The Reverend Susan Jones, wife of President Jones, serves on the boards of Nashville-based organizations Siloam Health (a health care organization that combines medical care, community health, and student education to serve thousands of uninsured, underserved and culturally marginalized individuals from all over the world) and The Store (a non-profit located on the Belmont campus whose mission is to allow people to shop for their basic needs in a way that protects dignity and fosters hope.

Belmont's Vice President for Hope, Unity and Belonging, Dr. D'Angelo Taylor, (Belmont's new chief diversity officer), served on a variety of boards including as the vice-chairman of the John M. Caldwell Community Development Corporation, specifically focused on youth education and development, and as a member of the Board of Brothers Out Saving Souls, Inc. (BOSS), an Evansville, Indiana non-profit offering programs to help youth deal with issues such as violence and challenges at home and within the public education system.

Belmont Board of Trust Member Reverend John R. Faison, Sr. is a passionate advocate for community transformation and development, as seen in his work as an HIV/AIDS National Ambassador with the NAACP ([theblackchurchandhiv.org](http://theblackchurchandhiv.org)), mentor in public school districts, and advisor to several community organizations. In denominational life, he serves as the Assistant to the Bishop of Social Action for the Full Gospel Baptist Church Fellowship. In Nashville, he serves as President of The Grove Community Development Corporation and a member of the Board of Leadership Nashville.

## **SECTION 6: Infrastructure and Finance**

---

**1. Describe the structure, staffing, and purpose of the campus-wide coordinating infrastructure (center, office, network or coalition of centers, etc.) to support and advance community engagement. If the campus has more than one center coordinating community engagement, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional community engagement.**

Belmont's Office of Service-Learning has a full-time Director and, as of February 2022, a full-time Assistant Director. It also has 6 to 10 part-time student workers and funding for a part-time graduate assistant. The Office of Service-Learning explicitly prepares students to be leaders of purpose. It gives students tangible experiences in developing character, wisdom, and a transformational mindset. And ultimately, service-learning helps fuel students' desires and equip them to make the world a better place.

Belmont's Office of Community Relations has one full time Director and 2 to 3 student workers. The Office seeks to identify and cultivate alliances with neighborhoods, community groups, nonprofits and governmental authorities in Nashville to increase the effectiveness of Belmont's outreach and service initiatives. They oversee the Belmont Engagement and Service Team which seeks to consistently improve the effectiveness of Belmont's engagement in the community by sharing information, experiences and practices related to community engagement, working as equal partners with community groups, partnerships and collaborations to improve community quality of life, while enhancing the Belmont student experience, and thinking strategically about

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

community capacity building. The Office of Community Relations also is the main campus liaison to the Belmont University Neighborhood Advisory Group, a group formally established in 2005 by the Metropolitan Government of Nashville and Davidson County as part of a city ordinance establishing the Belmont University Institutional Overlay Zoning. The advisory group works with the neighborhood, Belmont University, and Metropolitan Planning staff on issues associate with implementing the institutional overlay and its associated Master Development Plan.

Belmont's University Ministries has a Director of Missions and Outreach who oversees Belmont's local, domestic and international Fall Break, Winter Break, Spring Break, and Summer mission trips as well as University Ministries' Into Nashville program, The Director is assisted by the Missional Engagement Council (MEC), a committed group of student leaders within Belmont on Mission who assist in planning and leading short-term mission trips that help students find their purpose in God's story. This unique year-long opportunity allows students to engage their educational background and interests with a student-centered, service-oriented experience. It involves a variety of work including logistics, planning, education, marketing, and more.

All three centers collaborate regularly, promoting and supporting each other in their efforts. For example, the Office of Service-Learning and University Ministries serve on Community Relations' BEST Team, and help them with their "Bruin (Belmont's mascot) Time in the Community" service day and their annual Community Day where our neighbors are our guests for basketball games. All three offices also collaborate for other days of service (MLK Day, SERVE Day, Family Literacy Day), and the Office of Service-Learning provides assistance with tracking service hours for all campus service activities.

## **2. Describe the internal budgetary allocations dedicated to supporting institutional engagement with the community. Describe whether the sources of these funds are permanent or temporary. Describe how budget shortfalls may have impacted funding for community engagement.**

The Office of Service-Learning has an annual operating budget, not including staff salaries, of about \$19,500. This is permanent funding.

The Office of Community Relations has an annual operating budget, not including staff salaries, of about \$20,000. This is permanent funding.

The Office of University Ministries has an annual operating budget dedicated to local, domestic and international community engagement, not including staff salaries, of about \$250,000. This is permanent funding and comes from budget line items and funding from endowments as outlined in section 3 below.

In addition to these offices that engage the community on a regular basis, Belmont has committed \$60 million over the next 5 years to build the Belmont Data Collaborative (BDC), a cross-disciplinary opportunity to infuse data skills into the fabric of all majors and disciplines at Belmont to create data-driven problem solvers in every field who can "think differently about data" so that it can be actionable and instrumental in solving problems and be used in a responsible and ethical way.

Fortunately, we have not had to deal with any budget shortfalls or their impacts on funding for community engagement.

## **3. Describe any strategic fundraising efforts or external funding (grants) specifically undertaken to support community engagement and identify any specific endowments earmarked for community**

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

## **engagement.**

The Belmont Accelerator for Social Innovation Collaboration (BASIC) program, supported by a 3 year, \$2 million dollar grant from the Kern Family Foundation, runs through May of 2024 and as outlined in other parts of the application, seeks to be a catalyst for addressing "wicked" problems in the Middle Tennessee community. To date, \$215,010 have been given out to five multi-disciplinary projects and their community partners.

Belmont's new College of Medicine just received a \$100,000 grant from the Frist Foundation to help build out community engagement efforts for the College. Service-learning will be a prominent feature in their curriculum and is a part of their mission statement - "The Thomas F. Frist, Jr. College of Medicine at Belmont University is dedicated to educating and mentoring diverse physician leaders who embrace a whole-person approach to healing in a community of service-learning, inspired by character and the love and grace of Christ."

Dollar General Literacy Foundation has provided grant funding of approximately \$5000 each year for over the past decade to support Belmont's Annual Family Literacy Day and poetry contests for Metro Nashville Public Schools elementary and middle school students.

In addition, the Office of University Ministries draws from an endowment created to provide scholarships for domestic and international mission trips. This fund currently yields about \$57,000 per year to support missions efforts with about \$29,000 of it specifically used for local ministry and service.

## **4. Describe any specific community investments made by the institution and/or the business practices adopted by the institution that complement and align with community engagement efforts. Provide at least two but not more than four examples from the following practices (maximum word count 1000):**

- a. Description of how the business operations of the campus align with local economic and community development agendas through hiring, purchasing, and procurement.**
- b. Description of the specific mechanisms that are employed to assure community benefit when the campus is involved in local property acquisition and real estate development.**
- c. Description of the campus's participation in a local Payment in Lieu of Taxes (PILOT) program.**

a. Belmont University partnered with Mesa Komal Café, our dining services provider Sodexo, and Conexión Américas, a Nashville-based nonprofit organization on a mission to build a welcoming community and create opportunities where Latino families can belong, contribute and succeed. The first dining outlet of its kind, the restaurant houses local, minority entrepreneurs from the Conexión Américas Mesa Komal culinary incubator program on rotation as they gain experience operating their culinary ventures.

b. Belmont is working with the Metropolitan Development Housing Association (MDHA) on a Community Based Agreement (CBA) that would memorialize our commitments to community engagement with respect to Edgehill Homes as partial consideration for a 99-year group lease for a piece of property that MDHA owns which will be under a proposed new residence hall on Caldwell. The value of the CBA should be clarified later in April.

Belmont also has a partnership with Nashville's Metro Parks. Consistent with the Nashville Metro Parks Master

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

Plan, Belmont University invested more than \$9 million to redevelop E.S. Rose Park to Meet NCAA Division I standards for Belmont use and to generate new enthusiasm for youth sports, fitness and added support for the neighborhood schools. Belmont also makes annual lease payments to provide support to the PTOs of the two adjacent schools, Carter-Lawrence Elementary and Rose Park Middle, as well as support for youth and seniors programming at the Metro Parks and Recreation's Easley Center. That amount is currently almost \$70,000 a year and will increase each year because it has a 3% escalator clause. The sports fields allow Belmont's athletic teams to meet in one central location and gives the opportunity to host collegiate sports in the area while simultaneously supporting the local neighborhood. Belmont schedules park usage through Metro Parks. In addition, we also do annual maintenance at Rose Park, worth about \$120,000 a year, and we make admission to all athletic events at the park free to the general public. We also award at least two full-tuition scholarships to students from the Edgehill / Rose Park community as a part of that deal.

We have a similar lease agreement with Metro Nashville Public Schools (MNPS) for the ground lease of the new hitting facility and pay \$35,000 a year rent that MNPS dedicates to after-school programming that we help run at Carter-Lawrence.

c. Belmont does not participate in a PILOT program.

## **5. Describe the ways that your campus provides unencumbered financial resources to local communities of color and/or other historically marginalized communities.**

The Bell Tower Scholars program (formally known as Bridges to Belmont) was launched in 2013 as a full scholarship program designed to enroll high-potential students from Metro Nashville Public Schools who may not have previously been able to consider Belmont as an option. Bell Tower Scholars reflects a deliberate step on the part of Belmont's administration to enhance the University's cultural and ethnic diversity while also continuing efforts to provide a private higher education opportunity to students from Nashville. The program creates an environment of academic achievement, community service, and personal development to empower students' personal passion to have an impact on the world through their education. All Bell Tower Scholars take part in a six-week Summer Academy on campus the summer prior to their fall freshmen semester and are required to complete 48 hours of community service each semester. Fifty Bell Tower Scholars are currently selected annually from twelve Metro Nashville Public Schools – Stratford STEM High School, Maplewood High School, Whites Creek High School, Pearl Cohn –Entertainment Magnet, Glenclyff High School, Hillsboro High School, Hillwood High School, Hunters Lane High School, McGavock High School, Overton High School, Antioch High School, and Cane Ridge High School.

In addition the funding described in the previous question, #4, Belmont provides unencumbered financial resources to the Edgehill / Rose Park community, a historically black community with a rich heritage. E.S. Rose Park commemorates the legacy of the Reverend E.S. Rose, former pastor of Greater Bethel African Methodist Episcopal Church (founded in 1866) from 1928-1944 and Nashville community activist. In honor of the 100th anniversary of Negro League Baseball, a plaque donated by Belmont University was dedicated at E.S. Rose Park on February 29, 2020. The plaque recognizes Nashvillians, some from the Edgehill community, who were players or team owners during the Negro League era and was unveiled by family members of Nashville Negro League players and owners and Metro government officials.

## **SECTION 7: Institutional (Campus-Wide) Tracking, Monitoring, and Assessment**

---

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

## **1. Describe the mechanisms for systematic assessment of community perceptions of the institution's engagement with community. Who is responsible for gathering data, how is the data managed, how often is it gathered, and how is the data used?**

In addition to feedback the Office of Community Relations gathers the Neighborhood Advisory Group as mentioned in Section 3, Question 1, the Office of Service-Learning sends out follow-up surveys to our community partners for our service-learning classes each semester and also our participants in our annual Community Connections Volunteer Fair and days of service like our SERVE Day for graduate students at the beginning of the school year and our annual Martin Luther King Joint Day of Service that we participate in with other area colleges and universities. We use Google Forms to collect the data and use the data to refine our partnerships and work to more effectively serve our community while improving the experiences for our students.

## **2. Describe how the institution maintains systematic campus-wide tracking or documentation to record and/or track engagement with the community. Who is responsible for gathering data, how is the data managed, how often is it gathered, and how is the data used?**

The Belmont Office of Service-Learning uses the Get Connected software platform developed by Galaxy Digital to allow agencies to post information about their agency, including Needs (volunteer opportunities) and Events (things to attend, but not as a volunteer), and give them a tool to enlist and manage student volunteers coming to their agency for service-learning and other community service opportunities. Students receive community service credit towards their co-curricular service requirement by submitting their hours in Get Connected and completing an assessment about their experiences. During the school year, we average 40 - 50 submissions of multiple service hours each day. Students are encouraged to find and respond to Needs already listed by the 230+ local agencies using Get Connected. By submitting hours in connection with responses to posted Needs, agencies are automatically prompted to verify hours, thus reducing the time and effort needed to verify them. Students are, however, able to submit hours for service with any organization as the system prompts them for a description of the service, the location of the service and the name and contact information for a person who can verify the service. The past 3 years, including during the COVID 19 pandemic, we tracked over 30,000 hours of service on Get Connected each year.

The platform also supports the creation of User Groups which we use for tracking activity for service-learning classes, student organizations and scholarship recipients who are required to do service hours. In addition to allowing service-learning faculty and student organization advisors to keep track of what their students are doing by using the User Groups, the Get Connected platform allows us to determine which agencies and which areas of service (environment, education, health, for example) are of greatest interest to our students and areas where we have room for growth.

## **3. For your institution, what are the standards of high-quality community engagement that the campus aspires towards and how were those standards determined (who was involved, what was the process, and how are they implemented)?**

Belmont is evolving in our standards of high-quality community engagement. "Experiential learning" experiences are a part of the core curriculum being engrained into students' first-year seminar and/or junior cornerstone. Formerly certain classes received a special designation in our Banner system including "S" for Service-Learning. Service-learning classes received that designation through the approval of the respective dean



# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

and a review by the core curriculum committee verifying that the class included a satisfactory description of the service-learning component including clear learning objectives, a minimum of 8 hours of direct service in the community and a clear description of how a reflection process would connect the experience to the learning objectives. The "S" designation for service-learning classes still exists in our Banner system for a number of classes and the previous standards for receiving that designation are the "de facto" standard for a service-learning class.

We are now in the process of revising our co-curricular service requirement, known as WELL Core, which previously had a 10 hour requirement of community service for graduation, and replacing it with a requirement for students to engage in a more impactful experience for the students and the community. Having recently been approved by the Faculty-Senate and the Dean's Council, the new system will focus on ten different components of Wellness, Spiritual, Cultural, Emotional, Occupational, Physical, Social, Environmental, Intellectual, Financial, and Service and will be required for students.

Each component has Student Learning Outcomes and Key Wellness Behaviors. For Service Wellness, the Student Learning Outcomes are 1) Develop a sense of social and ethical responsibility within one's local, regional, national, and global communities, 2) Cultivate humility through intentional service and critical reflection, and 3) Develop a habit of community engagement that is mutually beneficial, purposeful, and lifelong. The Key Wellness Behaviors are designed to build on each other each semester and will be able to be met with a variety of curricular and co-curricular experiences. They include:

- 1) Participate in a training or workshop on service by a non-profit organization,
- 2) Commit to volunteering regularly with a community partner,
- 3) Volunteer with an organization who serves a population different from you,
- 4) Learn from someone you are serving,
- 5) Complete a service-learning course or other service-based learning initiative,
- 6) Partner with a friend, campus group, or residence hall to serve together,
- 7) Participate in a civic activity that helps all people and communities flourish,
- 8) Participate in a session for reflection on the meaning of service.

#### **4. Describe any campus-wide assessments or self-study of community engagement (not including this application) that has taken place in the last five years and how it was used to advance the depth and pervasiveness of community engagement at your institution.**

There has not really been a campus-wide assessment of self-study of community engagement in the last five years. Our Vision 2025 plan and our Strategic Path to 2030 that superseded it when our new president arrived in 2021, however, both placed a heavy emphasis on community engagement and have contributed to two of our newer colleges, our O'More College of Architecture and Design and our Frist College of Medicine, have specifically incorporated the inclusion of service-learning for all their students in their strategic plans.

#### **5. Describe how the institution aggregates and uses all its assessment data related to community engagement. Who is responsible for gathering data, how is the data managed, how often is it gathered, and how is the data used?**

In addition to the collection of assessment data from our community partners and our students through the processes mentioned previously, Belmont also participates in both the National Survey of Student Engagement (NSSE) and the National Study of Learning, Voting, and Engagement (NSLVE), administered by the Institute for Democracy & Higher Education at Tufts University. Our Office of Institutional Research sends out the NSSE

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

survey each year and the data is shared with the campus through their intranet portal and the data is used for strategic planning across the campus. The NSLVE data is gathered by the Institute for Democracy & Higher Education every two years (during national elections) and is made available to the public through the ALL IN Campus Democracy Challenge website and through our Office of Institutional Research's intranet portal. That data is used to help us develop our Action Plans (also published on the ALL IN Campus Democracy Challenge website) for participation in the ALL IN Challenge and the Voter Friendly Campus recognition. Belmont has received designations the Gold Campus in 2020 (70 - 79% voting rate) and the Presidential Commitment (our president signed a pledge for us to strive towards full student voter participation) from the ALL IN Challenge, and has been designated a Voter Friendly Campus in both 2020 and 2022 by the Fair Election Center's Campus Vote Project and NASPA's NASPA LEAD initiative.

## **SECTION 8: Outcomes and Impacts**

---

### **1. Provide an example of institutional, departmental, and/or programmatic learning outcomes for students who participate in for-credit courses that are community engaged, and describe one key finding.**

Each semester, students participating in service-learning classes are given a survey about their experience. Questions that specifically address learning outcomes include "I learn course content best when connections to real-life situations are made", "The service aspect of this course helped me to understand better the required lectures and readings", "I would have learned more from this course if the time spent doing service in the community had been spent in the classroom", and "I feel that my service-learning assignment was NOT adequately linked to the course". Results of the survey clearly show that students feel their learning is enhanced by the community engagement. In data collection over the course of 4 academic years, over 90% of students responded "agree" or "strongly agree" with the first two questions and responded "disagree" or "strongly disagree" with the third question. Over 80% of respondents disagreed or strongly disagreed with the fourth question.

### **2. Describe how institutional, departmental, and/or programmatic learning outcomes for students who participate in for-credit courses that are community engaged are systematically assessed. Include the strategy and mechanisms for assessment in your description.**

As mentioned in the previous response, each semester, students participating in service-learning classes are asked to complete a survey about their experience. This is currently done by sending a link to a Google Form to every student in a service-learning class during the last week of classes, and then sending out reminder surveys two more times during reading days and exams. The survey contains the following 19 Likert scale (Strongly Agree, Agree, Disagree Strongly Disagree) questions:

1. I have a good understanding of the needs and problems facing the community in which I live.
2. If everyone works together, many of society's problems can be solved.
3. I have a responsibility to serve my community.
4. I learn course content best when connections to real-life situations are made.
5. The idea of combining course work with service to the community should be practiced in more courses at this university.
6. I probably won't volunteer or participate in the community after this course ends.

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

7. I have a clear understanding of the differences between volunteerism and service-learning.
8. The service aspect of this course helped me to understand better the required lectures and readings.
9. The service aspect of this course helped me to see how the subject matter I learned can be used in everyday life.
10. The service aspect of this course made me aware of my own biases and prejudices.
11. The service aspect of this course showed me how I can become more involved in my community.
12. As a result of my service-learning experience, I have a better understanding of my role as a citizen.
13. The service I did through this course was not at all beneficial to the community.
14. I would have learned more from this course if the time spent doing service in the community had been spent in the classroom.
15. I plan to enroll in service-learning activities in another course if I am given the opportunity. If graduating leave blank.
16. As a result of my service-learning experience, I would encourage other students to take courses that offer service learning.
17. The agency/site provided challenging, meaningful, and educational tasks for me to accomplish.
18. I feel that my service-learning assignment was NOT adequately linked to the course.
19. I received enough help in identifying and selecting service sites and opportunities.

In addition, there are places for submitting additional comments or suggestions Results are shared with faculty to help them assess their learning outcomes and refine their service-learning classes, and the overall results help the Office of Service-Learning know where we need to focus more effort on training and support for faculty, students and community partners.

### **3. Provide examples of changes made to for-credit courses that are community engaged based on the results of institutional, departmental, and/or programmatic learning outcomes assessment.**

One example of changes made to community engaged for-credit courses based on the results of our assessment was to more explicitly make the distinction for students between service-learning and community service in course syllabi and in service-learning orientations. In early assessments, nearly 25% of respondents indicated that they didn't have a clear understanding of the distinction. That percentage decreased by about 10% when we implemented those efforts.

Another example of a change is our adopting an online platform, in this case, Galaxy Digital's Get Connected, to help students more easily find and connect to places of service for their community engaged courses. While over 80% of early respondents indicated that they had adequate help with connecting to their service placements, having a searchable database containing over 230 community agencies and more than 500 volunteer opportunities specifically aimed at students at any given time has made it easier for our students to connect with the community.

### **4. Provide an example of a systematic, campus-wide, mechanism for assessing student achievement of institutional community engagement learning outcomes for students who participate in co-curricular experiences that are community engaged, and describe one key finding of each.**

Students who submit service hours for our undergraduate co-curricular service requirement, WELL Core, must complete an assessment of their experience with the following questions:

This WELL Core event has increased my knowledge of the needs of the community (YES/NO)

This WELL Core event has increased my knowledge of how I might improve my community (YES/NO)

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

As a result of attending this event, I: (Select all that apply)

- Learned more about the people I served.
- Learned ways I can help make my world a better place to live and thrive
- Engaged with others who dedicate themselves to serving others
- Began to think of ways I can help others in my life
- Realized how important it is to help others
- Felt better as a person, having given of myself
- None of the above

Belmont should host this event again, or more events like it. (Strongly Agree / Agree / No Opinion / Disagree / Strongly Disagree)

Responses to the assessment clearly show that experiences our students have when they engage our community have a positive impact on both their understanding of the community and their connectedness to it.

## 5. Provide an example of a systematic, campus-wide, assessment mechanism for assessing community engagement outcomes and impacts on community indicators and describe one key finding of each.

The Office of Service-Learning sends out a survey to community partners for our service-learning classes at the conclusion of the semester. Questions include the following:

Length of Partnership with Current Professor/Instructor?

Length of Partnership with Belmont University (if different from above)

The following Likert scale questions with Strongly Agree, Agree, Disagree, Strongly Disagree and Not Applicable as options:

- Students possessed sufficient skills and knowledge to begin work with our agency
- Students engaged in honest and clear communication with members of our agency
- Students expressed realistic objectives for their service to our agency
- Students exhibited respect and sensitivity for the diversity of our clients
- Students fulfilled all responsibilities and commitments
- Students required unanticipated time and agency resources
- Students' services supported the central mission and policies of our agency
- Students displayed resourcefulness and initiative in working with our agency
- In general, students were committed to providing excellent services to our agency
- Service-learning faculty communicated effectively with members of our agency
- Service-learning faculty were accessible and responsive in situations of project difficulty and/or conflict
- Service-learning faculty provided clear information on both the nature of service-learning and the specific course expectations for students
- Our agency was mismatched with the objectives of a service-learning course
- A service-learning partnership with Belmont University has positively changed our agency's perceptions of the university
- The experiences of our agency have a valued influence on service-learning programs at Belmont University

In addition, partners are asked to respond to the following statements, choosing from a list of answers:

Partnership with Belmont University on a service-learning project(s) directly enhanced the capacity of our agency to meet community needs. Our agency...

(Select all that apply)

- Increased the number of clients served.
- Improved the quality of existing services.
- Implemented new services for clients.

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

- Gained greater insight into our organization and operations.
- Achieved higher performance standards.
- Other:

A service-learning relationship with Belmont University offered our agency indirect, economic support to fulfill its mission. Working with the university....

(Select all that apply)

- Introduced our agency to a broader network of community organizations.
- Increased resources available to our agency.
- Provided future community service volunteers.
- Raised community awareness of our agency.
- Facilitated organizational or administrative changes within our agency.
- Other:

Partners are also invited to share ideas on improving the quality of interaction between the agency and Belmont, what proved to be their greatest challenge, whether or not they benefit most from community volunteers or service-learning students and whether or not they would be willing to work with Belmont service-learning programs in the future, including why or why not.

Responses to the surveys indicate that our partners are generally very pleased with our students and their work and feel that their agencies benefit in multiple ways from our partnership.

## **6. Provide an example of a systematic, campus-wide, mechanism for assessing community engagement outcomes and impacts on faculty and describe one key finding of each.**

As they do with our students and our community partners, the Office of Service-Learning asks service-learning faculty to complete a survey/report at the end of each class. In the survey, they are asked to identify challenges that they faced with their class and how they overcame them. They are also invited to share advice they would have for others using service-learning and to share highlights from their class such as students winning a grant for their organization or having their proposals adopted by the community partner. They are also invited to share any tangibles (journals, presentations, videos, research projects, etc...) that were produced, with permission of those involved in their creation, or course.

One key finding is that faculty engaged in service-learning are generally very willing to share their experiences and advice with others. Additionally, there is a correlation between the length of a partnership between a faculty member and a community partner, and the depth and positive outcomes of the service experience for the students and for the community.

## **7. Provide an example of a systematic, campus-wide, mechanism for assessing community engagement outcomes and impacts on the campus and describe one key finding of each.**

Belmont University participates in the National Survey of Student Engagement (NSSE). Results from the 2022 report show that with regard to Service-Learning, 7% of First-year students indicated "most or all" and 36% indicated "some" when asked "About how many of your courses ... have a community-based project (service-learning)?". Among Seniors, 18% indicated "most or all" and 52% indicated "some". This is reflective of both a greater awareness of classes with community-based projects among the more experienced students and a larger pool of opportunities available to them as they move deeper into their major.

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

## **8. Describe how the institution uses and disseminates data from the mechanisms described in questions 4-7 above and provide an example.**

Data gathered from the mechanisms in questions 4 - 7 is shared with the relevant stakeholders who benefit from the data. In the case of data collected from students and community partners about service-learning classes, the class specific data is shared with the respective faculty, and data, in the aggregate from all the responses, is shared with the appropriate administrators and used by the Office of Service-Learning to help us improve our future efforts. Likewise, responses from faculty survey/reports are used by the Office of Service-Learning to strengthen future service-learning efforts. Data that we collect from NSSE is shared on the Office of Institutional Research's intranet portal and is used by deans and other administrators to help determine priorities for the campus.

## **9. According to data from the National Survey of Student Engagement (NSSE), community engaged teaching and learning (service learning, community-based learning) is the only "high impact" practice in which students of color have higher participation rates than white students. Provide an example of how your campus disaggregates student data by race, ethnicity, gender, and other identity-based demographics to understand who is participating in community engaged courses and how their outcomes may differ.**

While we don't currently use NSSE data in this way, with the recent hiring of a Chief Diversity Officer to head up our newly formed Office of Hope, Unity and Belmont (HUB), this will be an area that will be explored as a part of the HUB's mission to be a centralized office dedicated to diversity, equity, inclusion and belonging initiatives, carrying out the institution's desire for all community members to experience a meaningful and authentic sense of connection.

## **10. Research indicates that the academic success of minoritized students is enhanced by increased opportunities to take courses with faculty who share a minoritized social identity because of the potential of shared experiences in learning - faculty who represent ethnic, racial, gender, and cultural diversity. Further, research shows that women and faculty of color are more likely to bring active and collaborative teaching approaches into their courses, such as community engaged courses. Provide an example of how your campus disaggregates faculty and student data by race, ethnicity, gender, or other identity-based demographics to understand who is participating in community engaged courses and the effect of community engagement.**

We do not currently have a focus on this, but it will also be an area explored by our new Office of Hope, Unity and Belonging, and they will be actively involved in revisions to the faculty tenure, leave and promotion process.

## **SECTION 9: Faculty and Staff**

---

### **1. Describe professional development support for faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) and/or staff who seek to develop or deepen community engaged approaches and methods.**

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

Belmont's Teaching Center provides professional development support to all faculty in the form of workshops and access to a variety of resources in a variety of areas including deepening community engaged approaches and methods. They also offer travel grants to tenured/tenure track and full time non-tenure track faculty that can be used for attending conferences and external workshops with those aims.

Belmont's Office of Service-Learning also provides professional development support to all faculty in the form of workshops and access to a variety of resources including our searchable Get Connected database/volunteer management platform with over 230 community partner agencies who have been vetted by the Office of Service-Learning and are open to working with our faculty and students. In addition, the Office of Service-Learning offers both Program and Travel grants open to all faculty, including part-time faculty, to provide financial support to purchase resources for service-learning projects and travel to attend conferences and external workshops where the focus of the conference or their presentation, if it's a discipline specific conference, is service-learning and/or community engagement.

## **2. In the context of your institution's community engagement support services and goals, describe at least two but not more than four examples from the following practices, as they specifically relate to community engagement:**

- Professional development programs
- Facilitation of partnerships
- Remote/on-line community engagement
- Student teaching assistants
- Planning/design stipends
- Support for student transportation
- Eligibility for institutional awards
- Inclusion of community engagement in evaluation criteria
- Program grants
- Participation on campus councils or committees related to community engagement
- Research, conference, or travel support
- Support for peer-reviewed publishing about community engagement
- Training to understand diversity, inclusion, and equity related to community engagement

### Facilitation of partnership:

As mentioned previously, the Office of Service-Learning maintains the Get Connected database/volunteer management platform with over 230 community agencies who have been vetted by the Office and with whom the Office of Service-Learning maintains regular contact. In addition, the Office of Service-Learning conducts an annual Community Connections Volunteer Fair attended in person by representatives from 75 - 80 of those agencies. Faculty, staff and students are encouraged to attend to explore possible partnerships, in the case of faculty, and to find potential places to serve for all who attend. The Office of Service-Learning also facilitates meetings of faculty looking for partnerships in the community and community agencies looking for partnerships with faculty.

### Support for student transportation:

Belmont University partners with Nashville's public transportation service, "We Go", for students to ride the city buses by simply downloading an app on their phone and then scanning the bar code to ride at no direct cost to the student. As the University is on several main bus routes and many of the non-profits with whom we work are also on bus routes, students without cars are more easily able to get to places of service.

### Program Grants:

Belmont's Office of Service-Learning provides program grants annually of up to \$500 (from a pool of \$1500) to

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

support faculty service-learning projects. The grants are available to any faculty, including part-time, who are incorporating service into their course.

Research, Conference or Travel Support:

Belmont's Office of Service-Learning provides program grants annually of up to \$500 (from a pool of \$1500) to support faculty presenting on their service-learning work or attending conferences with a service-learning and/or civic engagement focus. The grants are available to any faculty, including part-time.

**3. Describe any search/recruitment policies or practices designed specifically to encourage the hiring of faculty in any employment status and staff with expertise in and commitment to community engagement and cite at least one example:**

This does not apply to Belmont

**4. Indicate the campus approach to faculty tenure and promotion: (Check all that apply)**

My campus has a tenure and promotion structure defined at the school level.

My campus has a tenure and promotion structure defined at the institutional level.

**5. Describe the policies for faculty promotion (and tenure at tenure-granting campuses) from any level of the institution (campus, college or school, department) that specifically reward faculty scholarly work that uses community engaged approaches and methods. If there are separate policies for tenured/tenure track, full time non-tenure track, part time, research, and/or clinical faculty, please describe those as well.**

From the Belmont Faculty Handbook:

Section 3 (Faculty).1 (Evaluation of Faculty).4 (Scholarship).3 (Boyer's Model of Scholarship) pp. 28,29

"For the sake of describing and documenting scholarship, faculty should use the following categories derived from Scholarship Reconsidered: Priorities of the Professoriate (Boyer, 1990) and the rich intellectual discussions and literature Boyer's book stimulated in the academy. These categories emerged from a perception that the diversity of American higher education requires differing types of scholarly activity from faculty members in different academic disciplines. No faculty member would be expected to attain accomplishments in all four areas."

Of the four areas, language from the Faculty Handbook regarding "The Scholarship of Application" speaks to the importance of community engagement:

Section 3.1.4.3.c (The scholarship of application) p. 29

"This category proposes scholarship as an act of engagement. The goal of the scholarship of application is the use of knowledge or theory to strengthen practice and/or solve (or at least address) problems. The scholarship of application may frequently be carried out in settings with non-specialists, and in forms including consultations, seminars or workshops for non-university audiences, development or design of community-based projects, or analysis or exploration of community problems or issues. The scholarship of application is most often characterized by the engagement of the academic specialist with problems and issues in a community beyond the academy."



# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

**6. Provide the text of the policy for faculty promotion, reappointment, bonuses and/or merit pay (and tenure at tenure-granting campuses) from any level of the institution that specifically reward faculty for the following. Specify if these policies are different for faculty of different employment statuses (adjunct, full-time contract, tenure track, tenured, etc.).**

**a. Community engaged teaching and learning (maximum word count 500):**

From the Belmont Faculty Handbook  
Section 3.1.5 (Service) p. 29

"Belmont University relies upon the involvement of the faculty to fulfill the university's mission and purpose in the education of students. Service is defined as those activities necessary to the faculty role in support of students outside the classroom as well as in support of shared governance of the department, school, college, and university, and those activities that advance public support of the institution and benefit the community at large."

**b. Community engaged research and creative activity (maximum word count 500):**

From the Belmont Faculty Handbook  
Section 3.1.4.3.c (The scholarship of application) p. 29

"This category proposes scholarship as an act of engagement. The goal of the scholarship of application is the use of knowledge or theory to strengthen practice and/or solve (or at least address) problems. The scholarship of application may frequently be carried out in settings with non-specialists, and in forms including consultations, seminars or workshops for non-university audiences, development or design of community-based projects, or analysis or exploration of community problems or issues. The scholarship of application is most often characterized by the engagement of the academic specialist with problems and issues in a community beyond the academy."

**c. Community engagement as a form of service (maximum word count 500):**

From the Belmont Faculty Handbook  
Section 3.1.5 (Service) p. 30

"Engaged Belmont faculty share their abilities with the larger community. Service to the community includes participation in both civic and church communities, and participation in local, national, and international initiatives not directly tied to employment at Belmont."

Section 3.3..4.1. i (The "Application for Tenure" Portfolio) p. 35

"The applicant must furnish a report of his/her church and community involvement. This section is to begin with a reflective narrative with the documentation then following."

In addition, the form that the faculty have to complete for their annual performance review, upon which merit pay increases are determined, includes the following categories of service that are recognized as part of the process:

"Course Based Community Engagement"

"Board Based Community Engagement"

"Other Acts of Community Engagement"

"Church Involvement"

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

**7. Describe the pervasiveness of the policies outlined in question six. For example, do the policies appear in guidelines across the institution? In most department guidelines? In a few?**

These apply across campus in the faculty handbook.

**8. Cite three examples of college/school and/or department-level policies, with text taken directly from policy documents, that specifically reward faculty for community engagement across teaching, research, creative activity, and service.**

From the Belmont Faculty Handbook  
Section 3.1.5 (Service) p. 29

"Belmont University relies upon the involvement of the faculty to fulfill the university's mission and purpose in the education of students. Service is defined as those activities necessary to the faculty role in support of students outside the classroom as well as in support of shared governance of the department, school, college, and university, and those activities that advance public support of the institution and benefit the community at large."

From the Belmont Faculty Handbook  
Section 3.1.4.3.c (The scholarship of application) p. 29

"This category proposes scholarship as an act of engagement. The goal of the scholarship of application is the use of knowledge or theory to strengthen practice and/or solve (or at least address) problems. The scholarship of application may frequently be carried out in settings with non-specialists, and in forms including consultations, seminars or workshops for non-university audiences, development or design of community-based projects, or analysis or exploration of community problems or issues. The scholarship of application is most often characterized by the engagement of the academic specialist with problems and issues in a community beyond the academy."

From the Belmont Faculty Handbook  
Section 3.1.5 (Service) p. 30

"Engaged Belmont faculty share their abilities with the larger community. Service to the community includes participation in both civic and church communities, and participation in local, national, and international initiatives not directly tied to employment at Belmont."

**9. Describe any revisions to the promotion and tenure (at tenure granting institutions) guidelines to reward faculty for community engaged teaching and learning, research, creative activity, and service. Describe when the revisions occurred and the process resulting in the revisions. Describe the involvement of the president/chancellor, provost, deans, chairs, faculty leaders, chief diversity officer, community engagement center director, or other key leaders. Describe any products resulting from the process; i.e., internal papers, public documents, reports, policy recommendations, etc. Specify if these policies are different for faculty of different employment statuses (adjunct, full-time contract, tenure track, tenured, etc.).**

We were unable to find clear records of revisions to the promotion and tenure guidelines of the Faculty Handbook. Service and Community Engagement are and have been very much a part of Belmont's Mission, Vision and Values for many years and has long been valued and recognized in our promotion and tenure process.

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

Looking back at Faculty Handbooks as far back as 2009 show very similar language regarding promotion and tenure. For example, under the Evaluation of Faculty section, sub-section "Service", it read "Engaged Belmont faculty share their abilities with the larger community. Service to the community includes participation in both civic and church communities, and participation in local, national, and international initiatives not directly tied to employment at Belmont."

Additionally, under the sub-section "Teaching" it read "Belmont expects its faculty to be reflective practitioners who are engaged in the scholarship of teaching; who consciously reflect on their goals, methods and strategies of teaching; who strive to create classroom communities where student learning is supported, encouraged and finely honed; and who strive continuously to refine their teaching methods and effectiveness and explore new methods. While most faculty receive teaching appointments in disciplinary areas, faculty who teach in areas of university initiatives, including general education, service learning, and international education, will be understood to be undertaking teaching roles that have unique challenges and that need to be conducted in concert with the goals of these programs."

Likewise, under the Tenure section, sub-section "The 'Application for Tenure' File" it read "The applicant must furnish a report of his/her church and community involvement."

What few differences there are likely grew out of Belmont's Vision 2020 guiding principals which included the following statements:

"Highest quality academic programs and excellence in teaching will be treasured."

"We will cherish the privilege of service to others and the importance of our work."

**10. If revisions have not taken place but there is work in progress to revise promotion and tenure (at tenure granting institutions) guidelines to reward faculty scholarly work that uses community engaged approaches and methods, describe the current work in progress, including a description of the process and who is involved. Describe how the president/chancellor, vice presidents/chancellors, provost, vice provosts, deans, chairs, faculty leaders, chief diversity officer, community engagement center director, or other key leaders are involved. Also describe any products resulting from the process; i.e., internal papers, public documents, reports, policy recommendations, etc. Specify if these policies are different for faculty of different employment statuses (adjunct, full-time contract, tenure track, tenured, etc.).**

Not applicable

**11. Provide 5-10 examples of staff professional activity (conference presentation, publication, consulting, awards, etc.)- a title may not convey how the example is about community engagement, so please provide a short description of how the activity is related to community engagement (maximum word count 1000).**

Belmont University has been a sponsoring member of the Gulf-South Summit on Service-Learning and Community Engagement in Higher Education (GSS) since 2007 and served as the host institution in 2008 and again in 2021 when the GSS was held virtually after having been cancelled due to COVID 19 in 2020. Numerous Belmont faculty and staff have been involved in the summit over the years. Tim Stewart, Director of the Office of Service-Learning, has served on the GSS Executive Committee since 2011 has participated in, and often

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

organized, the annual Service-Learning Administration 101 pre-conference workshop in 2014, 2015, 2016, and 2023. In addition, Mr. Stewart has been an adjudicated presenter at the Summit in 2010, "Integrating Curricular and Co-curricular Service: Reflections from 10 Years of Hosting Belmont's Annual Family Literacy Day", 2013, "Getting It Together: A Tutoring Partnership that Works for College Students and the Community" that looked at lessons learned from a partnership between Belmont University and our local Homework Hotline homework assistance call center with a branch on our campus, 2015, "Connecting Campus to Community: Integrating a Web-based Software Platform to Support Service-Learning and Civic Engagement" in partnership with a professor who was the first to adopt our Get Connected platform for service-learning, and 2017, "Partnering Up for Literacy: A Case Study on How Partnerships Can Help Create a More Literate Community", a poster presentation that looked at how the efforts of a communications class helped improve our Annual Family Literacy Day.

Other Belmont staff have also been involved in the Gulf-South Summit. Joyce Searcy, Belmont's Director of Community Relations, gave a poster presentation in 2013 on "From Conflict to Collaboration: How One University Strengthened Its Relations with Its Neighbors" that looked at how Belmont navigated the challenges of our partnership with Metro Nashville Parks to build athletic facilities in a neighboring E.S. Rose Park. Mrs. Searcy also served as the chair of the local arrangements committee for the 2020 Gulf-South Summit that was to be held in Nashville before being postponed due to COVID 19. She was also a part of a presentation entitled "Better Together: Striving Toward Authentic Community Engagement", a look at early efforts of one of Belmont's "Belmont Accelerator for Social Innovation Collaboration" (BASIC) grants with the neighboring Edgehill community at the 2022 Gulf-South Summit. Additionally, Belmont's Director of Corporate and Foundation Relations, Matthew Seaton, served as a session moderator for the 2021 and 2022 Summits, and Belmont's Assistant Director of Service-Learning served as session moderator for the 2022 Summit. Both the 2021 and 2022 Summits were held virtually due to COVID 19..

Though not at the Gulf-South Summit, Mrs. Searcy also gave a presentation about "Belmont University's Supplier Diversity Pilot Program: Developing Capacity and Commitment in Nashville" at the International Town and Gown Association in Chicago in 2016.

With regard to awards and recognitions, Belmont's Director of Community Relations, Joyce Searcy, was selected as the first black president of the Nashville Public Library board in 2021. She was also a keynote speaker at the Breaking Barriers 2019 hosted by the Ad Women for All Women in Nashville, and received the "Amiga of the Year" award in 2014, presented by Nashville's Hispanic Chamber of Commerce for her efforts and dedication in support of the Chamber.

Belmont's Director of Service-Learning, Tim Stewart, was the recipient of the 2021 Harold Love Outstanding Community Service Award, one of five college and university faculty/staff from the state of Tennessee recognized by the Tennessee Higher Education Commission for their exemplary service in their communities.

**12. Provide 5-10 examples of faculty scholarship from as many different disciplines as possible - a title may not convey how the example is about community engagement, so please provide a short description of how the activity is related to community engagement (maximum word count 1000).**

Beth Ritter-Conn, Ph.D., Assistant Professor of Religion - Chapter 3, "Stress Eating: Anxiety, Hunger, and Courageous Love" in the book "The Body and Ultimate Concern: Reflections on an Embodied Theology of Paul Tillich", edited by Adam Pryor and Devan Stahl and published by Mercer University Press in 2018. Dr. Ritter-Conn devotes a portion of the chapter to reflections from her experience with using service-learning in her first-year seminar courses to introduce students to the issue of food insecurity and how that contrasts the rapidly

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

growing "foodie" culture in the community.

Jason Lovvorn, Ph.D., Associate Professor of English - gave a presentation on "Affect and Learning through Service: A New Materialist Framework" at the 2021 Gulf-South Summit on Service-Learning and Civic Engagement in Higher Education. His presentation explored a longstanding community partnership through the lens of New Materialism, examining how bodies, spaces, and objects provide important insights about community partnership, student affect, and learning through service. Stemming from a semester-long study of service-learning practice, the presentation asked attendees to consider how New Materialist ideas might benefit their own service-learning practices. Dr. Lovvorn also gave a similar presentation at the National Council of Teachers of English Assembly for Research Midwinter Conference in February 2020.

Dr. Amanda Nelms, Assistant Professor of Education - gave a presentation on "Celebrating the Community Cultural Capital with Schools as Essential Partners" at the National Service-Learning Conference in April 2023. Her presentation focused on her service-learning project "Celebrating Cultural Capital and social inequalities that are present in a community and the role we play in our service-learning opportunities.

Dr. Nelms, along Education faculty colleagues, Dr. Sally Barton-Arwood and Dr. Lauren Lunsford, and Director of Belmont's Career and Professional Development Office, Mary Claire Dismukes, also gave a presentation on "Experiential Education in Teacher Preparation: Understanding Education Disparities and Equity" at the National Society of Experiential Education conference in September 2022. This session offered examples of experiential education and reflection within a teacher preparation program focused on educational equity and opportunity.

Dr. Debra Gibbs, Associate Professor of Occupational Therapy - gave a presentation on "Developing and Enhancing Services to Older Adults through Educational Leadership" at the 2021 Gulf-South Summit. The presentation demonstrated the impact of student research and capstone projects on two community agencies that serve older adults.

Dr. Danielle Garrett, Associate Professor of Chemistry Education - gave a presentation on "The Building of a University and Elementary School Science Partnership: An Exploration of Light, Color, and the Relationship among Energy, Wavelength and Frequency - A Fourth-Grade Challenge" at the 2021 Gulf-South Summit. The presentation focused on the development and implementation of a long-lasting, symbiotic relationship and support network between institutions, and meaningful hands-on science experiences for the students.

Dr. Mona Ivey-Soto, Associate Professor of Education and Dr. Sabrina Sullenberger, Professor of Social Work, joined Belmont Director of Community Relations, Joyce Searcy, in the presentation "Better Together: Striving Toward Authentic Community Engagement", a look at early efforts of one of Belmont's "Belmont Accelerator for Social Innovation Collaboration" (BASIC) grants with the neighboring Edgehill community at the 2022 Gulf-South Summit.

Dr. Jose Gonzalez, Assistant Professor of Marketing and Entrepreneurship - gave a presentation to the Nashville Chapter of the American Marketing Association in September 2021 on his work co-founding Conexión Américas, a non-profit in the Nashville community created to address "the challenges and opportunities created by recent demographic changes in our region as an increasing number of Latino families come to Tennessee in search for a better quality of life." In the presentation, he shared how Belmont students and faculty have been actively engaged with the work of Conexión Américas since it's found in 2002.

Associate Professor of Religion Dr. Andrew Watts, Associate Professor of English Dr. Sarah Blomeley, Professor of English Dr. Amy Hodgins Hamilton and Professor of Nursing Dr. Ruby Dunlap were published in the book,

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

"Culturally Engaging Service-Learning with Diverse Communities", published in 2017 by IGI Global. In total, these professors authored three of the book's 17 chapters.

The chapters explore how service-learning programs in U.S. colleges and universities might partner with native American communities on reservations, the benefits of writing assignments that engage students and community partners in joint projects and a service-learning partnership between two refugee resettlement agencies and the Belmont School of Nursing.

**13. Describe the ways in which the tenure and promotion process, and the staff reward process, accounts for the often-racialized nature of community engagement that disproportionately impacts faculty, staff, students and communities of color.**

This does not apply to Belmont currently, but will likely be addressed through our new Office of Hope, Unity and Belonging as outlined in Question 9 of Section 8 above.

## **SECTION 10: Curricular Engagement**

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

---

**1. Provide the definition used for community engaged courses, the standard and required components for designation of community engaged courses, and the process through which the institution assures fidelity to the definition in those courses.**

Belmont considers service-learning a form of experiential learning. While previously, Belmont had a requirement that all students take at least two Experiential Learning designated courses to graduate, with the increased pervasiveness of courses with experiential learning components and revisions to the core curriculum now emphasizing experiential learning in first-year seminar and junior cornerstone classes, that designation is no longer used for that purpose. The Experiential Learning designation, however, is still being used for many classes that include Traditional Undergraduate Research, Community-Base Research, Service-Learning, Study Abroad, Internships, Clinicals, and Practica, and Recitals, Shows, Exhibits and Other Significant Projects or Performances. Experiential Learning courses include an out-of-class component that involves the students in an active ("doing") learning experience that complements and enriches the students' in-class learning experience. (Listening to a lecture outside of class, for example, would not be considered "experiential learning" since it is essentially a passive activity.) The Experiential Learning component must be significantly linked to the course content and course goals. Descriptions of the course should include examples of the course goals, major readings, and major assignments—and should include examples of how these readings, activities, or assignments will relate to the "experience" the students are having in this course. Through these assignments, each course should include purposeful reflection that calls for the student to connect the learning that occurs through the experiential component of the course to the learning that occurs within the course's academic realm. These courses should encourage students to draw connections between the different parts and aspects of their learning, while also encouraging them to connect their learning to their lives and to the world.

The requirements for the Service-Learning designation include:

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

- on-site community involvement, intentionally linked to the course content
- preparation for, as well as reflection on, the service experience

Moreover, the service must be for the purpose of community engagement and learning, not primarily for the development of personal or job-related skills--and the experience must be mutually beneficial to community partners and students.

The amount of time spent with the community partner/project may vary from course to course, depending on the design of the experience, but it should involve at least 8 hours of direct engagement with the community partner/project.

The Office of Service-Learning works with faculty to develop the service component and provides the Get Connected software platform to assist with tracking student hours and processing student reflection.

## **2. Complete the table below using the most recent complete academic year data. Data should be drawn from undergraduate and graduate for-credit courses and be indicated accordingly:**

---

a. # of for-credit community engaged designated courses (UG/G)

48 UG / 10 G

b. % of community engaged designated courses as part of all for-credit courses(UG/G)

1.7% UG / 1.7% G

c. # of faculty teaching for-credit community engaged designated courses

30

d. % of faculty teaching for-credit community engaged designated courses as part of all faculty

3.3%

e. Of the faculty teaching for-credit community engaged designated courses, what % are full-time?

80%

f. Of the faculty teaching for-credit community engaged designated courses, what % are part time?

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

20%

**g. Of the faculty teaching for-credit community engaged designated courses, what % are tenured or tenure-track?**

80%

**h. # of academic departments offering for-credit community engaged designated courses**

15

**i. % of academic departments offering for-credit community engaged designated courses as part of all departments**

33%

**j. # of students enrolled in for-credit courses community engaged designated courses (UG/G)**

1066 UG / 86 G

**k. % of students enrolled in for-credit courses community engaged designated courses as part of all students (UG/G)**

16% UG / 5.3% G

**l. What academic year does this data represent?**

2018-19

**3. Describe how the data for a-k in the table above were derived. How was it gathered, by whom, with what frequency, and for what purpose? Reflect on how the data indicates the levels of pervasiveness and depth community engagement is infused in the curriculum.**

The data above was derived from information gathered from Belmont's 2018-19 Common Data Set, Belmont's 2018-19 Course Catalog, the Belmont Registrar's Office, and records from the Office of Service-Learning. The Common Data Set (CDS) information is gathered annually by Belmont's Office of Institutional Research to be a part of the CDS effort to improve the quality and accuracy of information provided to all involved in a student's transition into higher education. The Course Catalog is compiled annually by the Registrar's Office and other relevant campus offices to provide information about course offerings and provide a roadmap to our students for degree completion. The Office of Service-Learning collects data each semester in order to improve our



# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

services to the campus and community and to be able to share the impact of our engagement efforts both internally and externally.

While data demonstrates some pervasiveness in terms of the percentage of undergraduate students enrolled and the percentage of departments involved that year, the fact that this is measuring students in known courses with a service-learning component likely underestimates the percentage of students and faculty actually engaged in community engagement activity as there is much that happens on the campus and in the community that we don't adequately capture. For example, in casual conversation about service-learning with a faculty member in the School of Music at a Teaching Center luncheon last fall, the Director of the Office of Service-Learning learned that this faculty member was actively engaging her students in service to the community as part of the course, but didn't realize that what she and her students were doing met the definition of service-learning and that her students could receive credit for their service towards the co-curricular graduation requirement.

## **4. Describe how community engaged courses are noted on student academic transcripts.**

Aside from a course having one of the legacy Experiential Learning designations ("S" for service-learning, "R" for research, etc...), we don't have a special notation on student academic transcripts for community engaged courses.

## **5. Describe how community engagement is integrated into traditional curricular structures by providing at least two but not more than four examples from the following categories (maximum word count 1000):**

- Core Courses
- Capstone (Senior-level project)
- First-Year Sequence
- General Education
- In the Majors
- In the Minors
- Graduate courses
- Medical education/training/residencies

Belmont's College of Education has a robust requirement for nearly all of their courses starting with their Foundations of Education class in that they require 20 practicum hours from each student in placements relevant to the class. For example, students in the Literacy I and Literacy II classes volunteer regularly with the Metro Nashville Public Schools' literacy tutoring program aimed at helping children who are behind in their reading skills get up to grade level, and students in the Meeting Needs of Diverse Learners class regularly work with as part of their goal setting for Belmont's Strategic Path to 2030, Belmont's O'More College of Architecture and Design, the College has made integrating service-learning across their college one of their strategic priorities. Examples of their efforts include architecture students working with local homeless advocacy groups to explore cost effective designs for micro-houses to help provide housing for the chronically unhoused. Similarly, their design students have partnered with a local art non-profit that cultivates artistic talent with unhoused and formerly unhoused artists to host art exhibits and fashion shows featuring their works and collaborative efforts between their artists and our students.

Our medical education programs also stress community engagement in their curricular structures. Our Occupational Therapy Doctoral program requires all of the students to complete 4 hours of community service each semester, related to what they're studying in the classroom, with a suitable non-profit. Additionally, our

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

new College of Medicine, scheduled to open in the Fall of 2024, is incorporating service-learning into their curriculum for all their students as part of their mission to educate and mentor "diverse physician leaders who embrace a whole-person approach to healing in a community of service-learning...". They are working with the Office of Service-Learning to create a scaffolding of service-learning experiences for each of the first four years of the program.

## **6. Describe how community engagement is integrated into the following academic activities offered for credit and/or required by a curricular program by providing one or two examples from the following categories:**

- Student Research
- Student Leadership
- Internships, Co-ops, Career exploration
- Study Abroad/Study Away
- Alternative Break tied to a course
- Campus Scholarship Program

Belmont's School of Music reaches the world through a variety of avenues, including teaching, performing and serving the community. Belmont School of Music students contribute to the arts community in a wide range of ways:

- providing instruction for pre-college and post-college students,
- serving under-privileged children,
- participating in active roles in churches, schools and performance venues in Nashville and area.

Our students do this through participation in the Belmont Academy, a pre-college and community music program whose "mission is to offer an environment in which students of diverse backgrounds and ages have the opportunity to explore their unique musical talents and to bring the best of themselves, their creativity, and their intellectual skills to their musical studies", and through volunteering with the W.O. Smith Community Music School that "makes affordable, quality music instruction available to children from low-income families."

Belmont also has a rich tradition of engaging the community through study abroad trips tied to our health care and business programs. Belmont's College of Health Sciences and Nursing has partnered with a Guatemalan fair-trade coffee company, Kafes Guatemala, for a number of years having provided basic medical care to over 800 patients from the coffee plantation and helping to sell their coffee back in the United States. Their most recent trip there was this spring. Likewise our Pharmacy students, in addition to serving on short term medical projects, helped organize a pharmacy at the Guatemala City Surgical Center, where 23 students and faculty rotated through the surgery center over the course of a year cataloging the contents of the surgical center and setting up an inventory system. In addition, Belmont's College of Business has been partnering with other coffee farmers in Guatemala to help students learn about coffee growing and promote fair trade. In addition to assisting the farmers with their marketing strategies, they helped the farmers expand into bee keeping and honey production to diversify their products.

Community engagement is also integrated in the Social Entrepreneurship major's third year internship program where all majors are required to complete 225 hours of service with an area non-profit.

## **SECTION 11: Co-Curricular Engagement**

---

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

## 1. Describe how community engagement is integrated into institutional co-curricular practices by providing at least two but not more than four examples from the following categories (maximum word count 1000):

- Social Innovation/entrepreneurship
- Community service projects - outside of the campus
- Community service projects - within the campus
- Alternative break - domestic
- Alternative break - international
- Student leadership
- Student internships/co-ops/career exploration
- Student research
- Work-study placements
- Opportunities to meet with employers who demonstrate Corporate Social Responsibility
- Living-learning communities/residence hall/floor
- Student teaching assistants (provided the TAs are not receiving credit)
- Campus Scholarship Program
- Athletics
- Greek Life

Belmont University Research Symposium: The Belmont University Research Symposium provides Belmont students an opportunity to present the findings of their independent research projects, listen to distinguished speakers, and enjoy the company of fellow researchers. Recent student presentations involving community engagement include "The World As I See It" which included research around homelessness, "COVID-19 Vaccine Attitudes: Personal Health Decisions Influenced by Misinformation and Politicization", "Predicting Math Proficiency in Underrepresented Student Groups" that examined math proficiency scores for female and ESL students across eleven school districts in Tennessee, "Conflict Avoidance in Politics: Understanding the Divide Between Participation and Young American Adults", "The Cost of Denying Public Education to Undocumented Students in Tennessee", "Expanding the Resource Directory for Immigrant and Refugee Communities at The Branch", "Improving Nonprofit Volunteer Experience at The Branch of Nashville", and "Sentencing Disparities in Tennessee".

Greek Life: With regard to Greek Life, each of Belmont's fraternities and sororities is connected to an external agency/organization through service and philanthropic work. Each fraternity and sorority annually performs hundreds of hours in service to these agencies/organizations and many dedicate one to two large-scale events per year to fundraising for the agency/organization. Fraternity and Sorority members are encouraged to track their service hours in the university's Get Connected community service platform to integrate their extra-curricular engagement with their co-curricular requirements. Additionally, the entire fraternity/sorority community hosts an annual campus-wide event called "Greek Sing" with the overall purpose of fundraising and raising awareness for the community-wide philanthropy, St. Jude. The event typically raises between \$20,000 - \$25,000 to donate to St. Jude each year. The 2023 Greek Sing raised over \$127,000.

Student Leadership: The Belmont Office of Leadership Development (BOLD) hosts "Leadership Lately" sessions where we invite Belmont affiliated professionals, whether alumni or connected to staff or faculty, to speak about leadership in their area of expertise. These have included authors, artists, executives, and judges that connect Belmont to the larger Nashville and Tennessee community. They also create opportunities for students to engage in opportunities in those areas, including volunteering and internships. In addition to participating in a variety of leadership develop activities as a part of the program, one of the final requirements of the program is Civic Engagement where students must specifically go out and serve an external-to-Belmont organization they find on their own, as opposed to an opportunity they find through a class or organization.

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

## **2. Describe any co-curricular engagement tracking system used by your institution that can provide a co-curricular transcript or record of community engagement.**

Belmont uses two systems to track co-curricular engagement, BruinLink, provided by Anthology, and Get Connected, provided by Galaxy Digital. Belmont's BruinLink platform posts, collects, tracks and helps BOLD staff measure the engagement of students in leadership development and service opportunities across campus. Each Belmont student has a BruinLink account with demographic information attached to their account including but not limited to academic major, college, anticipated date of graduation and progress within each of the paths the student is engaged i.e., WELL Core (General Education), BOLD, GOLD (BOLD for Graduate Students) or New Student Orientation. Each path communicates with the other in that if a requirement is met in the WELL Core General Education Path that also meets a requirement in the BOLD or GOLD paths, the student receives credit in each path for their engagement in the single event. Two-thirds of BOLD events may be documented within the WELL Core paths or through the Office of Service-Learning's Get Connected software platform. Student progress within additional co-curricular experiences such as Greek Life or an academic college event is also tracked within BruinLink. Upon completion at Belmont, students are able to download a co-curricular certificate from the institution. Students who have met all BOLD or GOLD requirements for may receive a co-curricular certificate in leadership. Students have access to their co-curricular progress and transcript as long as they have an active University account.

Likewise, the Get Connected platform, which currently has over 230 community partners who share information and opportunities for service and is used to track both curricular service-learning and co-curricular community engagement. It allows students to receive credit towards their co-curricular service hour requirement for service related to a service-learning class. It also allows students to track their service and download a transcript of all their community engagement as long as they have an active University account.

## **SECTION 12: Pathways for Student Development and Learning Through Community Engagement**

### **1. Describe the curricular and co-curricular developmental pathways through which students can progress to increasingly complex forms of community engagement over time.**

Belmont University's WELL Core program, which previously had been somewhat of a "check the box" type of program where students received credit for attending various programs and completing community service hours, albeit with a reflection component built in through a required assessment that students have to complete to receive credit towards graduation, is currently being overhauled. In its new format it is a combination of curricular and co-curricular Student Learning Outcomes and Key Wellness Behaviors designed to contribute to wholistic wellbeing. It features a Wellness Behaviors Framework that includes 10 areas of wellness, Intellectual, Spiritual, Emotional, Environmental, Financial, Occupational, Cultural, Physical, Social and Service Wellness. The Student Learning Outcomes for Service Wellness include:

- the development of social and ethical responsibility within one's local, regional, national, and global communities,
- the cultivation of humility through intentional service and critical reflection,
- developing a habit of community engagement that is mutually beneficial, purposeful, and lifelong.

The Key Wellness Behaviors provide examples of activities that students can undertake to achieve these outcomes. As they progress to increasingly complex forms of community engagement, students can participate in a combination of curricular and co-curricular activities. These include:

1. Participate in a training or workshop on service by a non-profit organization

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

2. Commit to volunteering regularly with a community partner
3. Volunteer with an organization who serves a population different from you
4. Learn from someone you are serving
5. Complete a service-learning course or other service-based learning initiative
6. Partner with a friend, campus group, or residence hall to serve together
7. Participate in a civic activity that helps all people and communities flourish
8. Participate in a session for reflection on the meaning of service

In the curricular pathway, students can take service-learning courses or other experiential learning initiatives that integrate community engagement with academic coursework. These courses provide a structured opportunity for students to apply their academic knowledge and skills to real-world problems while also reflecting on their experiences.

In the co-curricular pathway, students can volunteer regularly (for at least a semester) with a community partner, partner with a friend or group to serve together or participate in a civic activity that helps people and the community. These activities provide opportunities for students to engage with the community outside of the classroom and help develop skills such as communication, teamwork, and leadership and provides a comprehensive approach to developing socially responsible, engaged citizens who are committed to serving their communities.

**2. Provide a narrative that speaks broadly to involvement of students in community engagement, such as the ways students have leadership roles in community engagement (give examples), or decision-making roles students have on campus related to community engagement (planning, implementation, assessment, or other). How is student leadership in community engagement recognized (awards, notation on transcript, etc.)?**

Belmont has a strong commitment to community engagement and encourages students to develop leadership skills through service. Students play significant leadership roles in Belmont's participation in the ALL In Campus Challenge and Voter Friendly Campus initiative. Piggy-backing off the work of Belmont's hosting of the 2020 Presidential Debate, student leaders in the 2020 Presidential Debate Student Engagement Committee led the drive to create and implement a Voter Friendly Campus Action Plan which resulted in Belmont being recognized in 2020 as a Voter Friendly Campus by the Fair Elections Center's Campus Vote Project and NASPA – Student Affairs Administrators in Higher Education. Part of that original Action Plan included finding a way to sustain student engagement and leadership beyond the Presidential Election year, which they did through working with Belmont's Student Government Association to amend their constitution and include voter registration, education and turnout initiatives as formal roles for Belmont's SGA. Further details about this effort can be found in Section 13.

Students have also taken significant leadership roles in literacy initiatives in the community. Student leaders from Belmont's Volunteers for Literacy (BVL) student organization help to plan and implement various activities designed to increase student participation in literacy efforts. For example, they help coordinate Belmont's Annual Family Literacy Day, that for 21 years has promoted the joy of reading by hosting reading circles where students read books to pre-K - grade 6 children, playing literacy related games, leading literacy related craft projects, providing literacy related resources to parents and provides new books to children who attend. The BVL group also recruits students for ongoing literacy initiatives in the community including our Public School's Accelerating Scholars program, a one-on-one online tutoring program to help elementary students catch up from learning loss due to the COVID 19 pandemic, and the YMCA Literacy Program, an after-school initiative designed to help struggling readers in grades K-5 gain confidence by increasing their reading comprehension

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

and literacy skills.

Student leadership in community engagement is recognized in a variety of ways. Belmont's John Williams Heart of Belmont Award recognizes a third or fourth year student who possesses an intrinsic commitment to voluntary service, initiative and innovation in problem solving, persistence in overcoming obstacles, advocacy for change that enhances the lives of those in the community, mature understanding of community needs and systemic problems, sensitivity in developing a partnering relationship with community and habits of reflection that derive from service and lead to service.

Students who complete the BOLD leadership development initiative (outlined in Section 11) Transformative Servant Leader level of engagement, by applying knowledge and skills gained to serve others beyond Belmont's campus, seeking service and learning experiences, prioritizing putting others first and maintaining a thriving community through servant leadership, active citizenship, civic engagement, and service-learning, and then reflect on their leadership development process, will have this accomplishment noted on their transcripts.

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

As mentioned in the answer to question 1 above, through Belmont's WELL Core program, required of all students, we have designed a new Wellness Behavior Framework that describes key student learning outcomes and key wellness behaviors. These focus on things like:

- cultivating habits of hospitality toward people with diverse religious viewpoints,
- expanding understanding of cultures and ideas other than one's own, with an emphasis on valuing differences,
- identify ways to interact with the community while maintaining emotional health,
- exploring/engaging in opportunities (e.g internships, WELL Core programs, leadership engagement, service-learning, strategic part-time work and networking events) to develop an initial career plan,
- appreciating the connection between physical, emotional, and social health,
- seeking and maintaining healthy and fulfilling relationships with peers and community members,
- engaging in behaviors that improve and sustain the health of people and the natural world,
- developing a sense of social and ethical responsibility within one's local, regional, national, and global communities
- cultivating humility through intentional service and critical reflection
- developing a habit of community engagement that is mutually beneficial, purposeful, and lifelong

By offering a range of opportunities and clear guidelines for engagement, Belmont is working to ensure that all students have the opportunity and incentive to participate in community-engaged activities.

## **SECTION 13: Community Engagement and other Institutional Initiatives**

---

**1. Indicate if community engagement is intentionally and explicitly aligned with or directly contributes to any of the following additional institutional priorities: (Check all that apply)**

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

encouraging and measuring student voter registration and voting  
social innovation or social entrepreneurship that reflects the principles and practices of community engagement

## **2. Describe at least two but not more than four examples from question one, including lessons learned and improvements made over the past two years (maximum word count 1000).**

Belmont University participates in the National Study of Learning, Voting, and Engagement (NSLVE). While we only began participation with the 2020 election cycle, the 2020 NSLVE report contained data from the 2016, 2018 and 2020 election cycles. As Belmont University was one of the host sites for a Presidential Debate in 2020 (and previously in 2008), it was felt that having that significant event on campus and all that was associated with hosting it would be a good way to try and increase voter registration, voting rates of registered students and voting rates overall. Of course there were a number of factors that could have contributed to the increases that we saw (Registration rates grew from 77% in 2016 to 89% in 2020, Voting rates of registered students grew from 58% in 2016 to 80% in 2020, and the overall Voting rate went from 45% in 2016 to 71% in 2020), it is likely that the efforts made through implementing our Voter Friendly Campus Action Plan in 2020 contributed to this growth. We're excited to get the results from the 2022 election cycle to see how our 2022 Campus Action Plan may have contributed to further improvements in student engagement.

One of Belmont's 5 strategic pathways is "embrace hope and inclusivity to reweave the social fabric" and having the first undergraduate major in social entrepreneurship in the nation attest to the program being intentional about having a strong collaboration with the social sector in our community. All of the current courses in the major have an experiential learning component. For example, the Introduction to Social Entrepreneurship course has a requirement of 16 service-learning hours for each student. One innovative thing we incorporated was for the professor and students to conduct the component together on two Saturdays to complete the learning and service activities onsite with our community partner. The Junior Internship in Social Entrepreneurship requires students to complete a 225-hour nonpaid internship with a community partner. Specific goals are developed by the student and their internship supervisor. The internship provides students with the opportunity to experience how a nonprofit operates and thus increases their skillset that allowing them to be better prepared to enter the sector after graduation. The lesson learned is that the program is a pipeline for employment in the social sector.

With the addition of a second faculty member in social entrepreneurship, we are looking to revise our curriculum and offer new courses. We are piloting a Leading Change for Social Impact course this semester and will be piloting a Nonprofit Management course in the fall. We are excited about providing these courses and giving our students additional skills to address the social problems beyond Belmont.

Since our new president came on board in June 2021, there have been two new university wide initiatives: (1) Belmont Innovation Labs for Social Impact to "equip people and organizations with the tools to design, develop and deploy collaborative resources to our most pressing social and community challenges, and (2) the Belmont Accelerator for Social Innovation Collaboration (BASIC) "connects local nonprofits with Belmont faculty, staff, and students through competitive grants that support a multiyear process of collaborative project design and iterative implementation on a pressing community challenge." We are still learning lessons from both of these initiatives, including the importance of partnerships and of communication. Refinements in memoranda of understanding and articulation agreements to address potential misunderstandings have resulted from these lessons learned.

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

## **SECTION 14: Reflection and Additional Information**

---

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

The process of completing the application was very helpful for us. We learned that we're doing some things pretty well and that we have room for improvement. While the Office of Service-Learning, the main driver of Belmont's Carnegie application was well connected across the campus, the process of gathering the specific information required for the application led to a deeper understanding of who is doing what on the campus and in the community. Several new collaborations have already emerged by learning about different areas of campus involved in similar things and it is likely that many others will emerge as well. For example, several folks across the campus have had partnerships with The Branch and didn't know that others from Belmont were working with them too. Likewise, the BASIC grant partnership with the Edgehill community was able to learn about and get connected with other Belmont initiatives that were already working with the Edgehill community like our annual Family Literacy Day.

The process of completing the application also revealed the importance of keeping good records and regularly seeking feedback from both campus and community partners. We learned areas where we have room for growth, including coming up with a campus wide definition for "community engagement" to be sure that we're abiding by good practices of reciprocity and mutuality. For the most part this happens, but we still see the need to continually emphasize the importance of relationships and viewing them as a two-way street, necessary for building true community.

While financial contributions are not the "be all" and "end all" for involvement in the community, it was surprising to see just how much money Belmont is contributing to community engagement, and gratifying to see that the main focus of our efforts is towards building community capacity and addressing the root causes of challenges in the community.

The process did improve the profile and visibility of the Office of Service-Learning. It also was helpful to the new Vice Provost for Academic Excellence, who provides support to the Office of Service-Learning and recently stepped into that role from being the University's registrar.

### **2. During the process of completing the application, did your campus work with a consultant, attend a workshop/webinar, or utilize other resources? If yes, what resources were utilized? This is also an opportunity to provide feedback on those resources.**

We did participate in or view the recordings of the sessions offered by Collaboratory. We found them to be very helpful and really appreciated the way that each session provided a "deep dive" into each section of the application. We were able to refer campus and community partners to the recordings when they had questions about specific sections.

We also sat in on and greatly appreciate sessions that were offered by the American Council on Education. Marisol, Lauren and John were wonderful to answer questions, provide guidance and continued reassurance in the process. Their sessions were extremely helpful!

### **3. (Optional) Reflect on who was around the table, who was missing, representation of the**



# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

**community members, and how might these voices have improved this report.**

We got a pretty good response from the campus and the community when reaching out to gather information for the application. Most our colleges contributed to the application, though some more than others, and there is doubtless information that would have been good to include.

**4. (Optional) Use this space to elaborate on any question(s) for which you need more space. Please specify the corresponding section and item number(s).**

-- empty or did not respond --

**5. (Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space.**

While Section 9 on Faculty and Staff did ask about awards related to community engagement won by staff, that information wasn't specifically requested for faculty or students. Over the course of the past decade or so, in addition to the staff member recognized in 2021, the following Belmont faculty members and students were one of five annual recipients in their categories for the Harold Love Outstanding Community Service Award offered by the State of Tennessee Higher Education Commission:

- Associate Professor of Sociology Ken Spring and first-year law student Katherine Blankenship in 2012
- Social Work major Bailey Hazouri in 2015
- Professor of Education Sally Barton-Arwood in 2016
- Assistant Professor of Education Mona Ivey-Soto and graduate Mental Health Counseling student Cassandra Reidy in 2018
- English major Danie Contreras in 2020
- Doctor of Nursing practice student Leigh Holdsambeck in 2021

These awards are not only a reflection of the good work these folks have done in the community, but also a reflection of Belmont's desire to have the good work of their faculty, staff and students in the community known and celebrated.

**6. (Optional) Please provide any suggestions or comments you may have on the application process for the Elective Classification for Community Engagement.**

The application process is rather daunting. It does give ample opportunity to demonstrate an institution's community engagement, but there is some overlap in questions and sections. If there was a way (besides copying and pasting) for material that addresses multiple sections and questions to be directed towards all of them at once, that could be helpful. Also, the addition of opportunities to share about a campuses Civic Engagement efforts (ALL In Challenge, NSLVE, etc...) is welcomed and could be expanded.

**7. Request for Permission to use Application for Research and Training:**

**In order to better understand the institutionalization of community engagement in higher education,**

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

we would like to make the responses in the applications available for research and training purposes for the Carnegie Foundation, their administrative partners, and other higher education researchers. Only applications from campuses that agree to the use of their application data will be made available for research and training purposes. No identifiable application information related to campuses that are unsuccessful in the application process will be released to researchers. We encourage you to indicate your consent below to advance research on community engagement.

Please respond to A, B, or C below:

B. I consent to having the information provided in the application used for the purposes of research and training application reviewers. In providing this consent, I also agree that the identity of my campus may be revealed.

**8. Before you submit your final application, please provide a list of community partners that should receive the partnership survey. Include the partners described in Section 4, but you may include additional partners up to a total of 15 ([see guide for partnership survey information](#)).**

**Surveys will be sent to community partners when emails are inputted in this section. Please do not add partner contacts until your campus is ready for emails to be sent.**

- a. Partner Organization Name**
- b. Partner Organization Contact Full Name**
- c. Partner Organization Contact Email Address**

---

## Partner #1

<b>Community Partner Name</b>	<b>The Branch</b>
<b>Community Partner Contact</b>	<b>Wendy Salyers</b>
<b>Email</b>	<b>wendy@thebranchofnashville.org</b>

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

## Partner #2

<b>Community Partner Name</b>	<b>Tennessee Bar Association</b>
<b>Community Partner Contact</b>	<b>Liz Todaro</b>
<b>Email</b>	<b>ltodaro@tnbar.org</b>

## Partner #3

<b>Email</b>	<b>kim@youngleaderscouncil.org</b>
<b>Community Partner Name</b>	<b>Young Leaders Council</b>
<b>Community Partner Contact</b>	<b>Kim James</b>

## Partner #4

<b>Email</b>	<b>kristin.martel@silamhealth.org</b>
<b>Community Partner Name</b>	<b>Siloam</b>
<b>Community Partner Contact</b>	<b>Kristin Martel</b>

## Partner #5

<b>Email</b>	<b>amanda.dunlap@thenextdoor.org</b>
<b>Community Partner Name</b>	<b>The Next Door</b>
<b>Community Partner Contact</b>	<b>Amanda Dunlap</b>

## Partner #6

<b>Email</b>	<b>aosman@nashvillecares.org</b>
<b>Community Partner Name</b>	<b>Nashville CARES</b>
<b>Community Partner Contact</b>	<b>Anna Osman</b>

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

## Partner #7

<b>Community Partner Name</b>	<b>Organized Neighbors of Edgehill</b>
<b>Email</b>	<b>neighborsofedgehill.frc@gmail.com</b>
<b>Community Partner Contact</b>	<b>Brenda Morrow</b>

## Partner #8

<b>Community Partner Contact</b>	<b>Tracey Levine</b>
<b>Email</b>	<b>tlevine@healinghousing.org</b>
<b>Community Partner Name</b>	<b>Healing Housing</b>

## Partner #9

<b>Email</b>	<b>ebroadfoot@ymcamidtn.org</b>
<b>Community Partner Name</b>	<b>YMCA of Middle TN Y-Literacy Program</b>
<b>Community Partner Contact</b>	<b>Emma Broadfoot</b>

## Partner #10

<b>Community Partner Contact</b>	<b>Mike Webb</b>
<b>Email</b>	<b>media@newslit.org</b>
<b>Community Partner Name</b>	<b>The News Literacy Project</b>

## Partner #11

<b>Community Partner Name</b>	<b>Greater Nashville Regional Council (GNRC)</b>
<b>Email</b>	<b>rnofi@gnrc.org</b>
<b>Community Partner Contact</b>	<b>Rebecca Nofi</b>

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Belmont University on 10/27/2022. Last modified on 6/4/2023.

## Partner #12

<b>Community Partner Name</b>	<b>Metro Parks disABILITIES Programs</b>
<b>Community Partner Contact</b>	<b>Glen Adkins</b>
<b>Email</b>	<b>golden.adkins@nashville.gov</b>

## Partner #13

<b>Community Partner Name</b>	<b>The Store</b>
<b>Community Partner Contact</b>	<b>Mari Clare Derrick</b>
<b>Email</b>	<b>MariClare@thestore.org</b>

## Partner #14

<b>Community Partner Name</b>	<b>Dream Streets</b>
<b>Community Partner Contact</b>	<b>Liz Loxley</b>
<b>Email</b>	<b>liz@dreamstreetstn.com</b>

## Partner #15

<b>Community Partner Name</b>	<b>Book'Em</b>
<b>Community Partner Contact</b>	<b>Melissa Spradlin</b>
<b>Email</b>	<b>melissa@bookemkids.org</b>