

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

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

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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

Brian

Last Name

Wampler

Email

bwampler@boisestate.edu

Phone Number

208-426-2645

Title

President's Professor of Public Scholarship and Engagement

Institution

Boise State University

Mailing Address 1

1910 University Dr

Mailing Address 2

-- empty or did not respond --

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City

Boise

State

ID

Zip Code

83725

Full Name of Institution's President/Chancellor

Dr. Marlene Tromp

President/Chancellor's Email Address

marlenetromp@boisestate.edu

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

15926

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

2469

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

3285

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

790

SECTION 2: Campus, Community, and Community Engagement Context

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1. If your campus has an institutionally sanctioned definition of community engagement and related terms, provide them here. Describe its creation in relation to your last classification. Also discuss 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. Please identify the document or website where the institution-wide definition of community engagement appears. 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.

Boise State University was initially awarded the Carnegie Foundation "Community Engagement" elective classification in 2006 and reclassified in 2015. Because of our long-standing relationship with the Carnegie Foundation's community engagement efforts, Boise State uses the Carnegie Foundation's definition of community engagement. "Community engagement is the collaboration among institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." This definition guides Boise State faculty, staff and student involvement with a diverse body of community partners.

Our Carnegie-based definition is publicized in multiple places across the university. As a first example, Boise State University President Tromp (2019--) includes community engagement as a core pillar of her administrative initiatives. By including the Carnegie Foundation's definition of community engagement as part of the President's website (see below), President Tromp signals to campus and external communities that Boise State is committed to developing and maintaining collaborative relationships that are mutually respectful and beneficial. <https://www.boisestate.edu/president/community-engagement/>

A second example is Boise State University's strategic plan, Blueprint for Success, which includes "Trailblaze Programs and Partnerships" (Goal #5). Through Goal #5, we seek to work with external partners to "enhance and foster pathbreaking interdisciplinary programs and activities that transcend traditional fields of study and offer students new opportunities to grow, thrive and contribute to our state and our nation." As a third example, Boise State University recently completed its mid-cycle review as part of its accreditation. In this accreditation report, "we use the Carnegie Foundation Community Engagement Classification as a Key Performance Indicator (KPI); that designation recognizes our achievement in fostering community partnerships and curricular engagement" (p. 10). The accreditation report cites other programs that support Goal #5 ("Trailblaze Programs and Partnerships"), including those that "involve enriching the community, and are evaluated by the effectiveness of initiatives such as the Osher Lifelong Learning Institute and landmark initiatives like the new Institute of Advancing American Values, which will support positive and engaged public discourse" (p. 10). <https://www.boisestate.edu/strategicplan/>

A fourth example is Boise State's robust Service-Learning Program, which is built on a series of principles (see website address below) that correspond with the Carnegie definition and guide how faculty and students work together through credit-based courses to provide mutually beneficial experiences with community partners. Key principles include listening, mutually beneficial and reciprocal partnerships, sustainable activities, capacity building, partners as co-educators, and interdisciplinary learning. These principles are in alignment with the core features of the Carnegie Foundation's Community Engagement principles. (<https://www.boisestate.edu/servicelearning/agencies/community-partnership-philosophy/>)

Overall, these examples illustrate how Boise State's policies and practices guide our faculty, staff, administrators, and students to engage in reciprocal community partnerships. Our wide-reaching community engagement practices, guided by these principles, foster a collaborative environment in which our faculty, staff, and students are engaged with a diverse body of community organizations and local governments to produce

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policy and educational outcomes that enrich the lives of external communities.

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.

Boise State is a metropolitan doctoral research university located at the heart of the region's economic, political, cultural and creative hubs. Boise State is located in the Treasure Valley, distant from other metropolitan areas and research universities, which means we are the only comprehensive university with the responsibility to work with community partners within a large geographical area. With more than 24,000 students, Boise State is the largest comprehensive university in the state of Idaho. Boise State now awarded more BS/BA degrees than all the other public 4-year schools in the state combined. Students, staff, and faculty are drawn to Boise because it offers an incredible mix of urban amenities (Treefort Music Festival), urban recreation opportunities (30 miles of bike trails along Boise River), and relatively easy access to rural areas of the state.

Founded in 1932 by the Episcopal Church, the institution became a public junior college in 1939, began offering bachelor's degrees in 1965, and was elevated to the state's public university system in 1974. Boise State experienced tremendous growth during the past 15 years; we now serve a far greater number of students and have a richer tapestry of community engagement activities than we did in 2014. In 2019, Boise State was promoted to an R2 doctoral university with "high research activity" by the Carnegie Classification of Institutions of Higher Education. Boise State was named one of the most innovative national universities in the country for 2019 and in 2022 in the U.S. News and World Report survey of higher education leaders.

Boise State is an anchor institution for the Boise metropolitan area, allowing the university to serve as a cultural, economic and social hub for the region. Our cultural infrastructure (e.g., Morrison Theater, Albertsons football stadium) position Boise State at the center of community life in the Treasure Valley. Boise State and its alumni had an economic impact of \$1.9 Billion in 2015; we lack more recent data, but our growth suggests a significant increase over the past 8 years. We partner with a wide range of nonprofits, NGOs, government agencies, and private businesses.

Boise State is the top choice for Idaho high school students and is a destination campus for students from California, Washington and many other states around the west. Today, students hail from all 50 states and 65 countries. Many of our Idaho students are rural, first-generation, low-income/high-financial need, or Hispanic/Latinx. In 2022, 41% of our baccalaureate graduates were first-generation college students, 25% were Pell-eligible, 22% were 30 years of age or older, 14% were Hispanic/Latinx and 12% transferred from community colleges. Our community engagement efforts, as detailed elsewhere in this report, provide a broad range of opportunities to encourage students, staff and faculty to work across diverse communities.

Boise State experienced tremendous growth of students, research activity, and community engaged activities over the past decade. Boise State is actively creating new programs to help our internal community engage with the broader external community.

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

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with the culture and history of the community(ies) partners.

As an anchor institution for the region, Boise State faculty and staff have strong connections across the state. Boise is Idaho's state capital and largest city, which means that our community context includes those living in one of the fastest growing metropolitan areas in the country. But Idaho's large geographical size and relatively small population also means our community engagement is also with rural and remote communities. Boise is the 75th largest metropolitan area in the country but it is among the most geographically isolated metro areas in the contiguous United States. Idaho is a relatively poor state (household income is in the bottom 10 among US) and public spending on education is often at the very bottom of the US states.

Within the metropolitan core, Boise State is located less than one mile from the State Capitol and Boise's core downtown area. Boise has a growing high tech economy, is a major regional medical hub (three major hospitals networks: Veteran Affairs, Saint Lukes, and Saint Alphonsus), is the home for federal and state agencies, and hosts a wide variety of cultural activities.

The metropolitan area reached 800,000 residents in 2022 and is currently facing a myriad of challenges associated with rapid growth: Limited housing stock, rising rents, an increase in numbers of people experiencing homelessness, limited public transportation, and urban sprawl. In addition to the influx of new residents, Boise is also a refugee-receiving community, which means that many recent refugees arrive in Boise needing different types of support--housing, language, medical, employment training.

When thinking about working with urban and rural communities, the State of Idaho, city and county governments, and K-12 school districts provide limited financial support for basic services (e.g., education). Local governments have low capacity to provide the types of public goods and services that Idaho residents need and demand. Idaho's state government currently ranks 49th in per pupil spending for the K-12 education system.

Boise State faculty and staff also work extensively with rural and remote communities. Boise and Idaho are home to the largest Basque population outside of the Basque region of Spain. Agricultural, natural resource extraction, and outdoor tourism are the predominant economic drivers in these regions. Many rural and remote communities have high levels of poverty due to the absence of high-paying jobs. Boise State is deeply integrated with Mountain Home Air Force Base and Gowen Field (Idaho National Guard), providing low cost online educational access for active duty, guard, and reservists. Idaho has a rapidly growing Hispanic population, which now makes-up 13% of Idaho's population, much of it concentrated in the southern part of the state. Idaho is also home to five federally recognized Tribes, two of which identify Boise as their ancestral, cultural, and spiritual homelands.

Boise State is situated in a complex socio-cultural environment that is bracketed by a rapidly expanding high-tech industrial base, high levels of poverty, and underfunded state programs. Both urban and rural communities are now feeling the stressors associated with rapid population growth.

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.

Boise State utilizes a "responsive decentralized model" through which faculty, staff, and administrators work

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closely with community partners to design and implement mutually beneficial programs. Individual Boise State units are responsive to the needs and interests of community partners. The benefit of this system is that faculty and staff create working relationships with a diversity of community partners, often in response to recurrent and new demands produced by Boise's changing economic and social conditions. Because of their expertise and connection with community members, faculty and staff lead the way to identify which social and policy arenas are not adequately supported by existing government policies or community engagement.

The responsive decentralized model developed organically across Boise State during the 1990s and 2000s and was maintained during our explosive growth (in students, research funding, etc.) during the 2010s. We recognize that a decentralized system has some weaknesses in that it does not facilitate cross-college collaboration as much as a centralized system might, can generate administrative inefficiencies, and often does not sufficiently reward faculty and staff for their work. Although the responsive decentralized model best describes how most community engagement activities at Boise State are carried out, there was an important shift during the last decade that seeks to establish more intentional, interdisciplinary, inter-college and collaborative activities.

First, Vertically Integrated Programs bring students from multiple disciplines and at different stages of their academic careers (from first-year students to PhD students) to work on ongoing research and service projects in collaboration with community partners. These programs move past traditional academic silos to promote interdisciplinary projects.

Second, the Community Impact Program, founded in 2020, draws on faculty from multiple colleges and schools to provide educational opportunities for students living in three rural communities. By working with community partners and different parts of the university, the Community Impact Program generates collaboration across the university. Many of these students would not have attended post-secondary education, but our close collaboration with community leaders created a pathway to higher education.

Third, Boise State was responsive to community and student demand during the global pandemic. Our flexible approach enabled us to respond to key policy demands, including standing-up a testing and vaccination lab, which first served our university community but then grew to provide support to all community members. The robust testing that we conducted on campus partially accounts for our return to in-person classes in Fall 2020.

Fourth, the Office of Research launched two Grand Challenge initiatives in 2020: Resource Nexus for Sustainability and Healthy Idaho. Both of these initiatives are interdisciplinary, cross-college collaborative efforts that are explicitly designed to promote collaborations with community partners.

Finally, in 2021, Boise State University began to improve its connections with Idaho-based Tribes. Boise State signed a Memorandum of Agreement with the Shoshone Bannock Tribe that provides support for Native American students and establishes partnerships with and for Tribal communities. Boise State encourages cross-college collaborations to ensure that different types of expertise and knowledge can be mobilized to support this new partnership.

5. Describe how community engagement efforts since your last classification 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.

During the COVID pandemic, the city of Boise, its surrounding communities and the state of Idaho were enveloped by waves of protest politics, increased political and social polarization, and a renewed discussion around racial/ethnic justice. The COVID pandemic was highly politicized in Boise and Idaho as significant

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numbers of state legislators and county officials actively resisted a mask mandate enacted by the City of Boise. The polarization and protest politics increased pressure on Boise State as we sought to work with community partners to generate dialogue, support communities-in-need, and develop solution-oriented research projects with local NGOs, community groups, and governments.

The global pandemic affected how Boise State faculty, staff, and students engage with our community partners. First, the move to on-line classes and at-home work in March 2020 meant that our students were limited in their ability to work directly with community organizations despite the increase in need. Second, our university returned to in-person courses in Fall 2020, which helped us to meet the academic needs of our students. The Service Learning Program collaborated closely with community partners to facilitate online and remote community engagement projects.

Determined to meet the challenges of heightened polarization, Boise State created the Institute for the Advancement of American Values, which was designed to foster dialogue, understanding and awareness among social groups that might not otherwise engage with each other. One hallmark event was Idaho Listens, an event in which 12 Idaho residents talked about their core values. Idaho Public TV (a PBS affiliate) debuted (March 2023) a 30-minute documentary on the event.

In Fall 2202, Boise State hosted the inaugural Project Launchpad National Digital Summit. About 700 college and university presidents, chancellors, administrators, and mental health experts representing 275 institutions from across the country convened to begin a dialog and ask pointed questions: How can we weather the trauma of a world-wide pandemic and how can we work together to better serve our students?

In response to increased demand from local communities during the Covid-19 crisis, Boise State responded in several crucial ways. The College of Business and Economics worked with a donor to provide funding for a new program, BroncoCorps, which provided financial resources to allow our students to continue to work with community organizations. Boise State created a food pantry that primarily serves students to address food insecurity through activities including service-learning, internships, and solution-oriented research.

Finally, Boise State established a testing and vaccination center. Our testing facilities were initially aimed at Boise State-affiliated members, but expanded to help serve the Boise School District, the Mexican Consulate, Idaho Legislature and Governor's Office, Idaho Shakespeare Festival, Boise Contemporary Theater, and area nursing homes. The Mexican Consulate reached out to Boise State to address the needs of a "hard to reach" patient population: Migrant and Seasonal Farmworkers, the vast majority of whom are Mexican or Mexican-American. Boise State equipped a "mobile health bus," and worked with the Mexican Consulate to provide vaccinations to Latinx farmworkers.

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**

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institutional or departmental planning.

c. how the systematic data from the feedback and assessment of partnerships is used to improve reciprocity and mutual benefit.

Boise State faculty and staff are deeply engaged with a wide variety of community partnerships as we work together to co-produce projects that are mutually beneficial for community members, community organizations, students, staff and faculty. Efforts to support these mutually beneficial activities are led by college deans, department chairs, external-facing centers/institutes, faculty and staff.

A. Effectiveness

Boise State founded the School of Public Service (SPS) in 2016, bringing together the Departments of Public Policy, Political Science, Criminal Justice, and Environmental Studies, and then establishing new undergraduate programs in Global Studies, and Urban Studies and Community Development. SPS established a PhD program in Public Policy; the focus is training graduate students to work in public service-oriented areas. SPS has a mission to work with community partners to prepare future public servants, to engage in policy-oriented research, and to assist local government agencies and non-governmental organizations NGOs improve their engagement with their communities. There are also three outward-facing centers (Idaho Policy Institute, Frank Church Institute and the Andrus Center).

The Idaho Policy Institute works with local NGOs, nonprofit organizations and governments to co-design research and service-oriented projects. This knowledge is shared with partners through targeted presentations as well as in public conferences and workshops. An enduring and important area of engagement is the Idaho Policy Institute's work with numerous community partners on issues related to individuals and families experiencing homelessness. The initial project, New Path Community Housing, began with a feasibility study for the City of Boise. This report influenced the City of Boise's decision to construct a 40-unit building housing people formerly experiencing chronic homelessness. In its initial three years of operation, over \$3 million in community costs have been saved or avoided due to people being part of the New Path program. A few years into the partnership, Idaho Policy Institute worked with Blue Sky Institute at Boise State and Interfaith Sanctuary, a local emergency homeless shelter, to examine how the university could better engage in homelessness service provision in the region.

In addition, the Idaho Policy Institute administers a state-wide public opinion survey on current policy-oriented and socio-politics topics. The state legislature and the office of the governor receive briefings each spring; this has become one of the most anticipated reports in Idaho politics.

B. How the campus ensures that community partners have "significant voice"

In recent years, The College of Health Sciences uses their department-level advisory boards to ask questions such as, "what is new and emerging in the discipline?" and "how could our students be better prepared?" This often leads to the development or revision of curriculum in order to fill gaps for students in their training or to better prepare them to be successful upon graduation. The School of Nursing has regular meetings with the Chief Nursing Office/Chief Operating Officer of urban and rural hospitals – not just those in the immediate Treasure Valley. In these meetings we brainstorm with them to find solutions on issues and map out new projects to better meet their unique needs.

In addition, the relationships of the College of Health Science with its community partners have become much

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more important and intentional in order to better serve Boise State students and the needs of key hospital networks (VA, St. Luke's, Saint Alphonsus). Our collaboration with community health leaders and organizations has resulted in strategic plans to increase cohort sizes in several programs (e.g., Nurses and Respiratory Therapy) in order to prepare our graduates for high in-demand jobs.

C. Systematic data from the feedback and assessment of partnerships

Boise State's engagement strategy is largely a decentralized model, thus allowing for college deans, department chairs, and centers/institutes directors to closely engage with community partners. Because of the diversity of community engagement practices, activities and strategies, much of our data collection remains at the college, department and program levels. An example of how data collection is used intentionally by colleges and programs include:

Boise State Teacher Education engages with numerous school districts, charter schools, and community-based organizations to develop mutually beneficial partnerships that serve Boise State teacher education students. The Boise State Teacher Education placement coordinator facilitates the communication, organization, and sharing of information among stakeholders including university liaisons (clinical supervisors) and program coordinators, and partner PK-12 mentor teachers and building administrators.

Every year, Boise State Teacher Education sends out both alumni and employer surveys to measure their satisfaction with our programs. The quantitative results are publicly available and are posted on our CAEP accreditation website. Also included in the survey results are qualitative data based on written feedback from survey respondents. As a result of the 2016 CAEP evaluation, Boise State Teacher Education established a unit wide definition of "diverse placements", adopted through the work of the Division of Teacher Education, and approved by the Teacher Education Coordinating Council. Designating these settings as a diverse placement is part of a shared decision-making process with schools and community partners. These settings may include: Educational settings serving students of varied socio-economic levels (e.g., targeted and school-wide Title One schools);

Educational settings serving students who are culturally and/or linguistically diverse (e.g., migrants, refugees, English learners);

Educational settings serving students with a range of abilities, exceptionalities and risk factors (e.g., district-designated alternative schools, community schools).

Since 2011, Boise State has worked closely with refugee resettlement agencies to achieve mutually beneficial goals outlined in an MOU, signed by Boise State and key NGOs working in the area. Representatives from 8 different refugee resettlement community agencies and 14 different university units engage in collaborative work to tackle emerging challenges. Since its inception, the group's work has grown the annual conference and collaborations, university programs (see VITA program in section 4), degree minors, and additional support for students of refugee background. We collect data on partnerships, service-learning engagement, numbers of interns/work study students, conference attendance, and share grant funding dollars. Through quarterly meeting annual assessments the collaborative groups assess and reflect on our impacts and adjust goals to address emerging needs.

2. What changes are apparent in this data since the last classification? What mechanisms for measuring the quality of community engagement does the campus still need to develop? Provide relevant web links.

Evaluating the quality of a partnership is inherently difficult, especially when those partnerships are as diverse

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as Boise State's. That is, development of centralized measures of "quality" is problematic because the characteristics that comprise "quality" vary, depending on the partnership. Therefore, because Boise State's model of community engagement is decentralized, the measurement of quality is decentralized as well. We have exemplar programs and support units across campus that lead by example, showing other units and programs how to run and manage high quality programs.

During the time since the last classification, Boise State has continued with our decentralized model of community engagement. Individual programs develop their own processes to evaluate the quality of their programs and make improvements. Over the past 7-8 years, since our previous reclassification, we find that faculty and staff are more likely to be reflective about the importance of building collaborative, mutually beneficial relationships. These ideas now permeate throughout our community engagement ecosystem.

Although our decentralized model does not lend itself to centralized measures of quality, we are developing plans through which the university can centrally support increased quality while retaining the independence and authenticity engendered by our decentralized model. First, we are exploring the creation of a campus-wide center that will support faculty members in the initial development and later improvement of partnerships. This office would function similarly to the way our Center for Teaching and Learning supports faculty members in their development and improvement of the courses they teach: centralized support but not centralized control. We are exploring the possibility of creating a Center for Community Engagement and Public Scholarship, which would serve as a central hub around which community engagement could be facilitated and supported. This new center will offer professional development opportunities for faculty, graduate students, and staff, mentoring, and assistance with administrative burdens and barriers.

Second, we are exploring the ways in which we can ensure that faculty members consistently evaluate the impact of their partnerships and make improvements based on those evaluations. The parallel in this case is with the assessment of program learning outcomes: the primary way our institution ensures the quality of academic programs is to require that all programs assess student performance and then make improvements to the program based on those assessments. The challenge is to avoid the creation of an onerous process but instead provide a net benefit by enhancing the impact and perhaps the efficiency of the partnership. For example, we are exploring how to better capture community engagement in faculty's annual workload policies (Faculty 180). Ideally, we will then be able to use this information to build out a directory that will enable our faculty and staff to more easily identify who is working in this area.

3. 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).

There are several units across the Boise State campus that collect demographic data on individuals in the communities that they work with. Our decentralized governance structures encourage individual units (e.g., colleges, schools, programs) to reach out to partners that best reflect their efforts to support underrepresented and traditionally marginalized populations. Below, we offer several examples of how different units collect and use data.

The Community Impact Programs' partners (community, industry sectors, etc.) are evaluated using a variety of data available from sources including the Idaho Department of Labor, Lightcast labor market analytics, Idaho Department of Education, and the Center for Disease Control's Social Vulnerability Index.

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

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This information is used to evaluate need, opportunity, and distinct characteristics of partners as engagement is initiated and will be used to help measure impact over time. Importantly, the Center for Disease Control's Social Vulnerability Index is being used to assist with understanding key demographic and economic/educational needs within the communities served. This specific data set was discovered to be a useful tool during the COVID-19 pandemic and continues to be used.

Our Service-Learning Program maintains a database of over 100 non-profit organizations and governments that they work with. For each organization, the Service-Learning program collects data on the socio-demographic profile of the communities and individuals served by the academic courses. We find that most Service-Learning courses work with organizations that provide services to and with socially and economically marginalized communities, including, but not limited to, people experiencing homelessness and poverty, refugees, the uninsured, elderly, LGBTQIA, and Latinx populations. The Service-Learning program matches community partners with course instructors to generate learning opportunities for students that will help students to engage with individuals from these communities. The Service-Learning program uses the information they collect to ensure that their courses align with the goals of individuals and organizations that seek support.

The College of Business and Economics hosts the Volunteer Income Tax Assistance (VITA) program, which provides free tax preparation services to low-income families. Students enrolled in ACCT 485/585 and volunteers participate with the guidance and support of faculty members. This IRS-sponsored project requires some data to be collected, but we also collect additional data to ensure that underserved, minority, limited-English proficiency, and low-income populations are served. Clients include the elderly, disabled, veterans, refugees, new immigrants, college and high school students, and other low-income households. Our recruitment efforts are designed to ensure that we reach traditionally underserved populations that would otherwise receive little or no support as they file tax-related paperwork.

The College of Education collects demographic data on the schools and school districts where they work, using metrics such as the % of students receiving Free and Reduced-cost Lunches or Title 1 status. There is a specific effort by the College of Education to work in school districts and in schools that have low-income student populations. Faculty and staff use this data to ensure that our resources and expertise are being utilized to support other public institutions that are underfunded.

4. 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?

As described in Section 2, question 4, Boise State is best characterized by a "responsive decentralized model," which exists alongside more recent efforts to create campus-wide initiatives. Thus, our response to this current question is bifurcated.

At the university-level, our strategic plan, Blueprint for Success, includes two relevant goals: Goal 4: Foster Thriving Community and Goal 5: Trailblaze Programs and Partnerships. Community Advisory Boards participated in the development of our strategic plan. This strategic plan is actively used by vice-presidents, deans, and department chairs to advance our collective work. As described in Section 2, question 1, we use our Community Engagement work as key indicators to measure and demonstrate our impact to the Idaho State Board of Education as well as our university-wide accreditation. Boise State's annual report to the Idaho State Board of Education must include information regarding our faculty, staff and student engagement with the broader community. This is an invaluable resource, both for our university and for the State Board, because we

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have the opportunity to highlight the incredible work being done within and beyond our communities.

In addition, our responsive decentralized engagement strategies encourage faculty and staff to directly inform their community partners of their activities. Two examples follow:

The Community Impact Program advisory committee members advise, assist, and provide support for quality education. Specifically, committee members assist with: Collaboratively identifying a critical-need program; Recruiting students; Identifying community-based learning opportunities (including internships, project-based learning, etc); Supporting students in advancing their careers; Partnering with the university to help to ensure the program has adequate resources to successfully meet goals (examples include creating a scholarship program and establishing a mentorship program); Advocating for education throughout the community. Examples include talking to legislators, speaking to local community organizations, and writing articles for local newspapers. In addition, the Community Impact Program has a robust feedback and accountability loop--Boise State faculty and staff consistently engage with local partners to discuss how the programs are affecting their communities.

Boise State's College of Education tracks the demographic data of the schools we serve. We align our "diverse placements" definition including: socioeconomic status (Title One schools), cultural and linguistic diversity (migrant and refugee populations, and Limited English Proficiency) and educational settings (rural, community schools). The Teacher Education program engages with K-12 educators annually in order to ensure that our students are being placed in settings that are beneficial for their students and staff.

The two examples above illuminate how our responsive decentralized system works: Faculty, staff, and college leadership are attentive to reporting back to our community partners because our students, staff and faculty are deeply embedded in a diverse body of organizations and communities. Our education practices dovetail with our community engagement practices.

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

Boise State faculty and staff use different methods to compensate community partners for their time and effort.

Boise State faculty, in work with Tribal communities, provide honoraria to leaders and elders for their guidance, time, expertise and wisdom in co-producing joint research projects. For example, two faculty members included US\$10,000 in the 2021 NSF grant. Of this, \$5,000 was allocated to 20 Blackfoot elders (Montana) for their contributions to the project. And another \$5,000 was allocated to the Blackfeet Community College to support staff, faculty and programming there. In another example, Dr. Sophia Borgias co-hosted a Water Justice Summit with the Owens Valley Indian Water Commission and faculty from the University of California, Berkeley. They co-created a Tribal Advisory Board, paid tribal elders for their participation and also paid for travel and lodging expenses for Tribal members.

The Community Impact Program now compensates members of the Community Advisory Team for their participation and time, providing an annual stipend of approximately \$1,000 per year. This program began in FY23. The Community Impact Program works in three communities, which are rural, geographically remote and economically disadvantaged.

In the College of Health Sciences, many of our research-oriented faculty use gift cards as an incentive for participation in projects. For example, Dr. Cynn timer Curl in Public Health uses Walmart gift cards as an incentive

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Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

and compensation for migrant farmworkers and pregnant moms when she studies the potential impact of organic vs. non-organic food and the effect of pesticide use on health outcomes. This sample population she studies is rural and largely from the Latinx community.

Boise State Teacher Education compensates mentor teachers who provide their time, labor and effort with our teacher candidates. In 2021-2022 there were 298 mentor teachers in diverse placements who received compensation: 147 in Title 1 schools, 69 in Title 1 and Community Schools, and 5 in rural schools, and 77 in schools with high populations of students with Limited English Proficiency.

In addition, the Service-Learning Program provides honoraria for community partners from the refugee speakers bureau for sharing their stories during campus-wide events.

Finally, we note that this question seems to assume that universities have sufficient discretionary resources that could be used to support community partners. Although our faculty and staff may aspire to provide the types of resources imagined by this question, we face considered financial, political, and legal constraints that make it difficult to provide the type of support and compensation underlined by this question.

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	Diane Moore Nature Center
Community Partner Name	Golden Eagle Audubon Society; College of Western Idaho; Micron Technology, Inc.; The Nature Conservancy, Boise Valley Flyfishers, City of Boise Ada County Parks and Waterways Lightfoot Foundation Julius C. Jeker Foundation Suez Idaho Zamzows Warner C
Community Partner Contact	Golden Eagle Audubon Society; Sean Finn Micron Technology, Inc. Brittany Sanders: College of Western Idaho: Dusty Perkins The Nature Conservancy: Traci Swift Boise Valley Flyfishers: Troy Pearse
Campus Partner (person, program, department, center, etc.)	Intermountain Bird Observatory (IBO): Gregory Kaltenecker, IBO Executive Director; Heidi Ware Carlisle, IBO Education/Outreach Director.

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Purpose of the Community-Campus Partnership	Boise, Idaho, is a beautiful and popular place to live, work, and visit. Sitting at the urban/wildland interface, Boise boasts many natural amenities including the Boise River, a connected system of parks and pedestrian pathways, nearby reservoirs, foothills, mountains, and more. Social surveys point to the importance of natural areas and the wildlife these places support as contributing greatly to the quality of life for residents of Idaho's capital city. But with continued population growth and urban sprawl, many natural places are being built over to accommodate new homes and businesses, and remaining open spaces are being pressured by users, degrading native habitats and diminishing their value to wildlife. In creating the Diane Moore Nature Center, we hope to preserve an important natural place along the Boise River for generations to come, and provide safe and easy public access to outdoor learning through interpretive trails, educational signage, and year-round programming for the local community. The Diane Moore Nature Center will become a world-class outdoor laboratory that demonstrates best practices for ecological restoration in an urban setting. This approach will enable teaching, learning, research, and hands-on activities for K-12 students, university students, and the public alike. We aim to create a legacy to foster a community stewardship ethic that values natural open spaces and spreads to other local areas. Boise State University, and especially the Intermountain Bird Observatory (IBO), has the skills, knowledge, and expertise to create a one-of-a-kind Nature Center. Bringing our award-winning model of community engagement, we will create year-round opportunities for hands-on learning. The Diane Moore Nature Center will benefit Boise State students by providing research opportunities, real-life experiences that prepare them for future careers in resource management, experience in project management and design, and honing science communication skills by interacting with the public. We have partnered with dozens of local public agencies, businesses and corporations, non-profit organizations, and individual donors to create the Diane Moore Nature Center. A few examples: -The Diane and Winston Moore Family created an endowed fund that secured private property for the Nature Center. -David and Carol Wike invested generously in IBO's community education efforts. -Idaho Transportation Department welcomed creation of the Nature Center on their lands. -Micron Technology, Inc. invested over \$1.5M to restore a historic side channel of the Boise River. -Golden Eagle Audubon Society's Treasure Valley Native Plant Network used the site to develop an effective habitat restoration model. -The Nature Conservancy of Idaho engaged members in habitat restoration efforts. -Boise Valley Flyfishers adopted the property to provide angler education and access. To date, we have secured over 22 acres of Boise River floodplain, restored native habitat by planting more than 6,000 native plants, created a self-sustaining side channel - the first of its kind in the Treasure Valley - developed interpretive signage and public access, protected native habitat by consolidating social trails, and created an outdoor laboratory to engage thousands of users. Community partnerships have resulted in cash and in-kind donations, expertise, project planning and design, volunteer labor, marketing, and site management.
Length of Partnership	Golden Eagle Audubon Society - 30 years; College of Western Idaho - 7 years; Micron Technology, Inc. - 4 years; The Nature Conservancy - 2 years; Boise Valley Fly Fishers - 1 year; Diane and Winston Moore Family - 20 years; David and Carol Wike - 25 years
Number of faculty involved	Eight faculty Involved: Gregory Kaltenecker, Heidi Ware Carlisle, Jay Carlisle, Peter Koetsier, Jesse Barber, Sarah Dalrymple, Mari Rice, Dusty Perkins
Number of staff involved	Five full-time IBO Staff Involved: Robert Miller, Jeremy Halka, Tempe Regan, Jessica Pollock, Stephanie Coates Seasonal Staff: Four seasonal staff per year since 2016
Number of students involved annually	Boise State: 235; College of Western Idaho:10; K-12: 400
Grant funding, if relevant	We have raised over \$3.2M, both cash and in-kind, from community partners (private companies and non-profit organizations), private foundations, and individuals for development of this project. Diane and Winston Moore Family: \$1M Micron Technology, Inc. \$1.5M City of Boise: \$440,270 David and Carol Wike: \$100K Duane and Lori Steuckle: \$26K

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Impact on the campus	<p>The Diane Moore Nature Center has positively affected our students, faculty, and staff in many ways. It has created opportunities for student involvement in research, monitoring, habitat restoration, project planning, partnership development, community outreach, and more. Undergraduates gain valuable pre-professional experience through involvement in the university's Vertically Integrated Projects (VIP) program. These students accomplish native plantings, bank restoration, trash cleanup, supervise other students and community volunteers, plan new projects, develop relationships with community partners, collect and analyze data on plant survival and human use patterns, set up camera traps to document species diversity and wildlife activity, create original artwork for interpretive signs, and one student even completed a children's book about migratory birds. VIP and Environmental Science students gain valuable credits towards their degrees, while others complete paid internships. Undergraduates complete Directed Studies, receiving credits by focusing on pollinator monitoring, interpretive sign creation, data analysis, and interpretation of results. Undergraduates participate in restoration activities and monitoring as part of formal courses such as BIOL 434 (Principles of Fisheries and Wildlife Management) and ZOOL 341 (Ornithology), and others complete senior capstone projects at the Nature Center. A graduate student in biology has focused his MS project on studying colonization of invertebrates in the Nature Center's newly completed river side channel. Other graduate students have toured the site as demonstration of best practices in ecological restoration, while still others have participated in our regular bird monitoring and banding activities. Faculty have adopted the Nature Center to focus discussions and activities for students in formal courses, and also use the Nature Center to host tours for potential donors, cultivating donations to the university for this unique effort. Tours have been led for partner groups such as Micron employees, the U.S. Army Corps of Engineers, and the Society of Environmental Journalists. Faculty have used the Nature Center as the focus of numerous presentations, including professional conferences like the Idaho Chapter of the Wildlife Society, American Fisheries Society, and community groups such as Zoo Boise, Rotary, Lion's Club, Golden Eagle Audubon Society, Boise River Enhancement Network, and the Osher Lifelong Learning Institute. An interdisciplinary strategy to incorporate the site into the university's new School of the Environment is underway, linking Biology, Environmental Studies, Raptor Biology, Humanities, and Arts students together at this unique location. IBO staff have prioritized the Diane Moore Nature Center by developing and coordinating new projects there, planning and implementing community and volunteer events, working with community partners and contractors, teaching and training students, supervising students and volunteers, and by doing hands-on research and restoration. Staff have benefitted professionally by learning new skills and honing others. Development of the Diane Moore Nature Center benefits Boise State University in countless ways, and will continue to benefit students, faculty, staff, and community partners for generations to come. The Nature Center is an off-campus location where academic skills can be put to use in real-life applications. These are exactly the kinds of experiences that make Boise State students stand out and become competitive and productive professionals.</p>
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Impact on the community	<p>The Diane Moore Nature Center impacts the local community in so many ways. It has become a premier destination for outdoor education and community learning in the heart of Boise. The Diane Moore Nature Center is an outdoor place where everyone can explore and learn in a natural setting. It's easy to access, and easy to love! This location provides safe, easy public access to outdoor learning, and is a perfect location for community members to immerse themselves in the Boise River and its native habitat. The Nature Center benefits K-12 school children, university students, fly fishermen, birders, nature walkers, and many other users. Its native habitat supports vibrant fish and wildlife communities that all users can enjoy. Community education programs feature hands-on activities that stimulate learning and critical thinking, hopefully building a lifetime of nature stewardship and appreciation of outdoor activities. Specifically, the Diane Moore Nature Center has benefited our partners in the following ways:</p> <ul style="list-style-type: none">-Individual Donors: Have contributed to building a lasting community legacy that promotes their individual passions such as community education, research and learning opportunities for university students, discovery of nature for families and children, native habitats and wildlife, birding, and fly fishing.-Private Foundations: Have contributed to improving our community and creating a destination that can be enjoyed for generations to come.-Corporate and Business Partners: Have helped to create a lasting community legacy, met corporate environmental initiatives, and contributed volunteer community service and in-kind support. Micron is searching for other similar projects along the Boise River to support based on the success of the Diane Moore Nature Center.-Non-profit Partners: -Golden Eagle Audubon Society: Used the Nature Center to develop, refine, and perfect a habitat restoration model that they have expanded in scope to hundreds of acres of adjacent natural open space on the Boise River.-The Nature Conservancy of Idaho: Used the Nature Center to promote volunteerism among their supporters, and used the site to demonstrate shared values in habitat preservation and restoration.-Boise Valley Flyfishers: Used the site to educate fishermen and the public and improve angler and boater access to the Boise River.-Municipal Partners: -Idaho Transportation Department: Gained a valuable partner in Boise State to manage a mitigation site for natural riparian values, education, and research.-College of Western Idaho: Students from Biology and Horticulture have benefitted by gaining real-world, hands-on experience that will enhance their professional preparation as well as improving their chances of success when laddering to a 4-year university such as Boise State. Working closely with Boise State students has made this transition even easier. In conclusion, the Intermountain Bird Observatory has already hosted thousands of students and community members to participate in habitat restoration or bird monitoring activities at the Diane Moore Nature Center. The positive impacts to the community based on outreach alone are obvious. Other key accomplishments resulting from partnership development include creating a lasting legacy for the community, improved habitat for fish and wildlife, improved access to the Boise River, and an infectious stewardship ethic.
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Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

Provide one example as to how reciprocity is enacted through the partnership	Boise State University and Micron Technology, Inc. have a long history of mutual benefit. With their corporate headquarters located in Boise, Idaho, Micron has donated millions of dollars to the university to start new undergraduate and graduate degree programs, fund scholarships, create new faculty positions, construct new buildings, and purchase research equipment, supplies, and facilities. In turn, Boise State produces hundreds of well-trained, innovative, and productive graduates each year that help feed Micron's need for skilled laborers, scientists, and administrators. For many reasons, the Diane Moore Nature Center is a perfect fit for Micron, and a perfect example of partnership for mutual benefit. The Nature Center is located only a few miles from the company's corporate headquarters in southeast Boise. This represents an opportunity for Micron to showcase environmental awareness and support local initiatives. Micron has a track record globally of giving back to the communities where they work to benefit both social and environmental initiatives. As evidenced by Micron's generous history of giving to Boise State, the company also values education. Main goals of the Diane Moore Nature Center include education, both for students and the community, as well as habitat restoration and public access. Through their support of this project, Micron has demonstrated that they value these goals. Micron also encourages active community volunteerism for their employees. What better opportunity than the many community-lead volunteer efforts at the Diane Moore Nature Center? Micron shares a joint pumping facility on the Boise River that supplies water for their manufacturing processes and is also used for groundwater recharge - an important environmental initiative of the company. Micron is a significant water user and values the Boise River and its associated wildlife and native habitats. Furthermore, Micron has corporate environmental goals to improve/reduce their impact in categories such as energy use, trash generation, air quality, and clean water in the communities where the company operates. For these reasons, restoring a historic side channel of the Boise River was elevated to the highest-priority community improvement project for the company. Micron contributed by managing the project from start to finish: coordinating and funding design, permitting, construction, and restoration. This contribution shaved years off of the estimated timeline for the Diane Moore Nature Center. Micron's global expertise in managing large construction projects ensured success and timely completion of the side channel, allowing for mutual benefit: Boise State manages the completed project, using it as a demonstration of best practices in environmental restoration, while Micron can count the volumetric water benefit towards their corporate environmental goals. By acting to manage the project from start to finish, Micron used their experience and efficiency in design, contractor selection, project management, public relations, and community partnerships for great benefit. This contribution was far more valuable than a donation of cash, for it allowed the project to be completed in less than 18 months. Boise State is now able to move forward with other aspects of the Diane Moore Nature Center such as trails design and construction, interpretive signage, and public access.
Titles of Courses Linked to Partnership	BIOL 304: Ecology; ENVSTD 121: Introduction to Environmental Studies; ZOOL341: Ornithology; BIOL 434/534: Principles of Fisheries and Wildlife Management; VIP200/400: Vertically Integrated Projects

Partner #2

Project/Collaboration Title	Minidoka Historic Site
Community Partner Name	Friends of Minidoka (FoM)
Community Partner Contact	Robyn Achilles - robyn@minidoka.org

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Campus Partner (person, program, department, center, etc.)	Cheryl Oestreicher - Special Collections and Archives, Albertsons Library
Purpose of the Community-Campus Partnership	<p>The purpose of this partnership is to raise awareness and preserve the historical memory of the racial discrimination against Japanese and Japanese Americans, of Idaho's Japanese incarceration site at Minidoka, promote the Robert C. Sims Collection on Minidoka and Japanese Americans, and to connect these to current and historical events within Idaho, the Northwest, and the United States. For all groups involved, this is an ongoing partnership and helps to set new priorities as projects are completed. The Minidoka National Historic Site is part of the National Park Service. They maintain historic buildings, employ interns, offer tours, and have exhibits that educate the public about incarceration and lessons on civil and constitutional rights, racism, and the fragility of democracy in times of crisis (https://www.nps.gov/miin/index.htm). The Friends of Minidoka (FoM) is a non-profit entity that engages in and supports education, research and historic preservation of the WWII incarceration experience. It also works to pass on the history, legacy, and lessons of civil liberties through transforming and inspiring experiences for the general public and those with personal and familial ties to Minidoka (https://www.minidoka.org/). The partnership began with the donation of the Robert C. Sims Collection on Minidoka and Japanese Americans (https://archiveswest.orbiscascade.org/ark:80444/xv13632). Sims spent more than 40 years researching and educating the public about Minidoka; FoM named a Community Education Fund after Sims (https://www.minidoka.org/communityeducationfund). Because Idaho is a predominantly white state (along racial/ethnic), raising awareness of historical and current issues regarding the different groups within Idaho is an important aspect of education. Many Idahoans do not learn about Minidoka through the K-12 education system. Collaborating on projects and programming benefits not just Idahoans, but everyone in the public. Since receiving the Robert C. Sims Collection on Minidoka and Japanese Americans in 2015, Boise State librarians established an ongoing relationship with the Friends of Minidoka and the Minidoka Historic Site. We collaborate about projects centered around educating the public and increasing awareness of the incarceration of Japanese and Japanese Americans and the ongoing consequences. The collaborations include: Publishing a book about Sims' work, <i>Eye for Injustice: Robert C. Sims and Minidoka</i> (Washington State University Press, 2020). Several exhibits at Boise State and the Minidoka Site. Supporting opportunities for students and interns. Screening the documentary <i>Betrayed: Surviving An American Concentration Camp</i> in conjunction with the nationally touring exhibit <i>Americans and the Holocaust</i>, hosted by Boise State. Hosting groups to view the Sims collection, including high school students and relatives of incarcerated. Currently in the planning stage is designing a workshop for K-12 teachers to integrate Minidoka into the curriculum.</p>
Length of Partnership	6.5 years
Number of faculty involved	Varies
Number of staff involved	Varies
Number of students involved annually	Varies

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Grant funding, if relevant	Boise State does not directly receive grant funding for initiatives, but is involved with grants and applications done by FoM. Boise State faculty involved in the project wrote letters of support for grant applications. One example of a successful grant is the above mentioned one received by FoM where funds are used to employ a fellow who does work for both FoM and the Sims collection. In 2022, the Andrew W. Mellon Foundation reached out to Minidoka about a possible grant to create digital educational resources and curriculum. Boise State faculty met with the FoM Director to offer Boise State support and collaboration when it is received.
Impact on the campus	<p>The partnership enables opportunities to work with donors, students, and the campus community. Since it became available in 2016, the Sims Collection is continually used in exhibits and class instruction. The goals include increasing the social consciousness of Idaho's racial history, enhancing critical thinking skills, knowledge of democratic values, and addressing issues of public concern. Exhibits are used to engage audiences both on campus and in the community. Often, exhibits are aligned with community events, such as the Day of Remembrance or the Civil Liberties Symposium. Each exhibit is unique to highlight different aspects of Minidoka, such as daily life or the establishment of the national historic site, and are curated by university faculty and students. Collaborating with FoM and the Minidoka Site brings existing and new audiences to campus. For example, at the event to celebrate the installation of a permanent art exhibit, the "Nisei Trilogy" lithographs, in Albertsons Library, many from the Japanese American community came to the event. Because of having the Sims collection, a photographer donated her collection of Minidoka photographs that have been displayed in the Boise Art Museum, Boise State's Student Union, and they are available for others to borrow for exhibits. Boise State is the site in Idaho chosen to host the nationally touring exhibit, Americans and the Holocaust, which includes a section on Japanese and Japanese American incarceration. One event is a film screening of Betrayed, which will include a discussion with two survivors, the Executive Director of FoM, and the Director of Interpretation and Education at Minidoka National Historic Site. Many faculty are scheduling classes to visit the exhibit and attend the programming. The Sims collection is one of the most-used archival collections at Boise State, and is used by undergraduate and graduate students, the Japanese American community, documentary filmmakers, authors, and others. The Sims collection is used by multiple students every semester for their history capstone projects. Some students, even those from Idaho, were unaware of the incarceration of Japanese and Japanese Americans during World War II. There have been at least two graduate students who use Minidoka as the topic for their theses. Another example of how Minidoka is integrated into the curriculum is with the Construction Management program in the College of Engineering. The class objective was to reconstruct a historical guard tower at the Minidoka National Historic Site. Both construction management and history students were invited to join the service-learning class (https://minidokaguardtower.weebly.com/). Founded by Robert C. Sims, the Civil Liberties Symposium, now hosted by the School of Public Service, is held either on campus, sometimes as part of Human Rights Week, or in conjunction with the annual Minidoka Pilgrimage. Speakers at the symposium have included Idaho, regional, and national speakers, including authors, filmmakers, and educators. Beyond FoM and the Site, partners have included the Idaho ACLU, Osher Lifelong Learning Institute, the Frank Church Institute, and the Marilyn Shuler Human Rights Initiative. It is open to the public.</p>

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

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Impact on the community	<p>Minidoka was one of 10 incarceration sites in the United States during World War II, and is an important historical site that is integral to the history of Idaho, the Northwest, the West, and the nation. It is also of international interest, particularly to the Japanese people who were incarcerated or had relatives who were. A primary goal of programming and events is to ensure the memory of Minidoka and other incarceration sites is not forgotten. As a small nonprofit organization and a federally funded historic site, Friends of Minidoka and the Minidoka Site continually seek partnerships and collaborations to reach broader audiences. Partnering with an academic institution advances educational opportunities, particularly in a rural area. By sharing the contents of the Sims collection, FoM and the Minidoka Site enables them to share additional knowledge and resources about Minidoka to visitors, school groups, and others. In addition, other community organizations are also involved. The Japanese-American community is strong in Idaho, and other non-profits that participate are the Boise Valley Japanese American Citizens League and the Idaho Japanese Association. At times, other local chapters of the Japanese American Citizens League are also participants. Other cultural heritage organizations, such as the Idaho State Archives and Idaho State History Museum are also often collaborators. One national event that engages all these audiences and more is the Day of Remembrance, which commemorates the signing of Executive Order 9066 that led to the exclusion, forced removal, and unjust incarceration of over 120,000 Japanese Americans during WWII. Every year, the Idaho governor signs a proclamation recognizing this injustice, and there are public events. These events are well-attended, often by audiences of 150 people or more. One year, the Albertsons Library's Cheryl Oestreicher was invited to present about the Sims collection at the proclamation signing. There are multiple events that bring these audiences to the Boise State campus, audiences that might not otherwise engage with campus. Events include the annual Civil Liberties symposium, artist lectures, and exhibits. This audience may not come to campus regularly, and the event honored the partnership and also ensured the attendees that they are welcome on campus and at Boise State.</p>
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Provide one example as to how reciprocity is enacted through the partnership	The impetus for collaboration centers on the Robert C. Sims Collection on Minidoka and Japanese Americans; it is the largest compilation of primary sources about Japanese and Japanese American incarceration at Minidoka in Hunt, Idaho. The Minidoka National Historic Site and FoM have extensive knowledge of historical facts and contact with incarcerated and their descendants. Boise State has connections with the campus community including students and faculty. Combined, we share resources for researchers, establish student internships, and seek opportunities to involve the community. A long-term goal is to continue to increase awareness and use of the Sims collection, and therefore increase awareness of the Minidoka National Historic Site. The site is approximately 2.5 hours away from Boise State, making it difficult for Site staff to access the collection. Discussions for a digitization project started in 2016 when the Friends of Minidoka/Minidoka National Historic Site applied for a Japanese American Confinement Sites grant through the National Park Service. Funding came through in 2020 and a Boise State student started as a Fellow in 2021. The student started when she was an undergraduate and is now a graduate student. The initial purpose of the project is to enhance description of and digitize portions of the Sims collection, which has been accomplished. These resources have been shared with FoM and the Site, and in the future will be available online for the public to access. This benefits not just the institutions, but everyone in the community interested in accessing the collection, which garners national attention. The Fellow has continued work that bridges the needs of FoM, the Site, and the Sims collection. She regularly writes articles for the FoM newsletter that highlights the history of Minidoka, using the Sims collection for inspiration and research. From those, Boise State learns of aspects of Minidoka that are not as well-known, and integrates that knowledge when working with students and other researchers. A result of this collaboration is that for her master's project, the Fellow will write an environmental history of Minidoka as part of a project to write the first full administrative history of the Site. The National Park Service administrative histories are an interrogated resource to look in depth at environmental history, natural resource conservation, public attitudes toward historical memory and commemoration, debates about the uses of public land, and the nature of federal agencies and programs over the past century. The student will also present about the Sims collection and the administrative history as part of the annual Minidoka Pilgrimage in summer 2023 (https://www.minidokapilgrimage.org/register).
Titles of Courses Linked to Partnership	n/a

Partner #3

Project/Collaboration Title	Treasure Valley Volunteer Income Tax Assistance (VITA) Coalition
Community Partner Name	International Rescue Committee (IRC); Boise School District
Community Partner Contact	Terra Rossetto, IRC site coordinator - Terra.Rossetto@rescue.org ; Sara Nord, Boise School District Community Schools - sara.nord@boiseschools.org
Campus Partner (person, program, department, center, etc.)	Accountancy Department faculty members - Kathy Hurley and Dana Cameron

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Purpose of the Community-Campus Partnership	<p>The IRS-sponsored Volunteer Income Tax Assistance (VITA) program provides free tax preparation services to low-income families from all walks of life. The VITA program removes tax filing barriers to the refugee community by fostering collaboration with multiple agencies in order to support residents in their annual tax returns. The greatest impact of this program has been on current and former refugees whose language and policy understanding exacerbates the already confusing process of filing tax returns. Unfortunately, we know that some refugees have been taken advantage of financially or pay for unnecessary tax services; this program serves a real need among our refugee community members. Tax filing can be a challenge for any resident -- just knowing how and where they should file can be confusing. But it also creates anxiety around owing money or doing something wrong. Many refugees fear being fined or jailed. The tax-specific terminology used in the forms can sound unclear, and misinterpreting it can become larger challenges for individuals. Sharing personal information online or with a stranger can be risky if the trust does not exist. The VITA program aims to remove these barriers. No matter an individual's or family's situation, the VITA seeks to help them manage this important responsibility. Many refugees are excited about filing their first U.S. tax return, but the process can be overwhelming. This partnership allows VITA to meet former refugees where they are (physically, culturally, psychologically, etc.) by having trusted individuals (Boise State students/faculty) in safe spaces with the skills necessary for folks to navigate the tax filing process. Whether residents are experiencing homelessness, just lost a partner, or have recently lost a job, VITA listens to the filer's story and offers tangible actions with financial implications that become more than taxes but empower the filer's potential. IRS-certified students of the VITA program are often future accountants or lawyers; this partnership allows them to engage with real people with real stories to hone their skills in tax policy, financial documentation, and humility to not only file taxes but provide refugees with the confidence to navigate this country's systems. These learning experiences are not easily replicated in the classroom but through service-learning students can develop a large understanding of the complexity of taxes and the story of refugee lives. This partnership provides a sense of wellbeing and hope for the future.</p>
Length of Partnership	Six years
Number of faculty involved	2; Emeriti Faculty: 2
Number of staff involved	1; Alumni: 1-3; Community Volunteers: ~ 5 tax preparers
Number of students involved annually	Between 5 and 30, depending upon the year. Total students involved since inception: 193. University of Idaho Law Students: 1-6 depending on the year ; Boise State University Athletic Dept: 1 tax preparer; 2 greeters
Grant funding, if relevant	IRS Grant funding: \$17,500 (\$7,500 went to IRC) for 2021-2022; \$25,000 (\$8,500 went to IRC) for 2022-2023

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Impact on the campus	<p>Faculty members in the College of Business and Economics have the opportunity to designate their accounting courses as service-learning, thereby integrating service-learning practices into coursework for students and other volunteers. This provides the students with extensive training and hands-on experience in tax preparation. Students have an opportunity to work with clients that they likely would not serve in a typical tax practice, which provides valuable insights into how barriers emerge in the tax filing experience. These clients include low-income, those with limited English proficiency, and from a refugee background. In spring 2020, 12 students completed their service-learning during the pandemic. They shifted the program model from in-person to online. This allowed them to observe the human side of the numbers they have focused their college careers trying to understand. By working with this client population, the students gained a better understanding of the increased complexity and meaning of what is sometimes a transactional task. By hearing client stories, the students and volunteers gain empathy and an appreciation for the hardships that many of their clients and others in the community face. Through the community-based partnerships, additional on-campus partnerships have begun to emerge. These include preparing future students and their families for completing the FAFSA, and working with the admission and financial aid offices on campus. This emerging partnership will provide opportunities for the university to share cohesive messaging to future Boise State students as well as open the door to educational pathways for our community. This program has also been a cornerstone of the Refugee Collaborative on campus, which provides new cross-disciplinary community engagement opportunities for students and faculty. This group spans across the university and provides a clear reciprocal relationship with over nine community-based refugee agencies that continue to rely on the services going on for nine years. VITA generated trust, which is now opening the campus community up for additional opportunities for partnership across units on campus that have led to research, service-learning, internships, student employment, and other resources in the community.</p>
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Impact on the community	<p>In 2016, we offered the first Refugee Tax Day. We assisted five taxpayers that day; last year we completed returns for 35 taxpayers; this year we are on track to complete over 100 returns because the IRC coordinators meet with the taxpayers prior to tax preparation day to make sure they have the necessary documents available. Further, their site coordinators are now certified to prepare taxes. Three IRC volunteers work as greeters, and their familiarity with the refugee community helps significantly. IRC interpreters are on-site. We've supported dozens of families who had been victimized by an unscrupulous tax preparer. Working with the Attorney General's office, we helped amend incorrect returns. Through our partnership with the IRC, we have built trust with the refugee community and provided a safe environment for them to prepare their initial tax return. We work with individuals and families who have lived in refugee camps in many countries who have come to America so they can be secure, work hard, and build on the opportunities available to them here. We work with high school students who are the primary or only wage-earners in their households. Frequently, their parents are disabled due to the situations they escaped. Children as young as 10 help translate for us. Their maturity is inspiring to those who work with them and prepare them ahead of their years in the tax filing process. We help build trust in the tax system and teach them how to document expenses to reduce their tax liability. Boise Community Schools: The director of Boise Community Schools (Title 1 K-12 schools) initiated a system to improve tax return completion rates at their sites by holding open houses to help with document collection prior to tax preparation day. The returns are then prepared in advance of tax preparation day by a trained volunteer. On tax preparation day, missing information is input into the tax return and the return is reviewed with the client prior to transmission. This system has resulted in the completion rate jumping from 50 percent to nearly 100 percent; more importantly, the amount of time required to complete each return has dropped from many hours to less than an hour on-site. Because of the school-based location, in addition to refugees, there are Limited-English-Proficient (LEP) taxpayers who are not legally in the United States (undocumented). The VITA also helps these individuals, who are committed to paying their taxes in hopes of gaining citizenship someday. The goal of this partnership and program has always been to provide safe, efficient tax preparation for the community to ensure the most financially sustainable outcome possible for low-income individuals. Since 2016, the program has increased the tax returns filed by 53% for both individuals with refugee backgrounds and low-income community members like the elderly, formerly incarcerated, and undocumented.</p>
Provide one example as to how reciprocity is enacted through the partnership	<p>The partnership allows tax preparers to bring tax preparation services to refugee families and those with limited English proficiencies. This process helps to build trust. Among its most impactful work has been assisting refugees to file amended tax returns after being defrauded by an unscrupulous tax preparer. In fall 2021, the Boise State VITA coordinator was contacted by the Idaho Attorney General's Consumer Protection Office.. They were working with the Idaho Tax Commission because of a significant increase in the number of fraudulent refugee tax returns. By working with the IRC, the Idaho Tax Commission, and the AG's Office, we were able to amend and collect affidavits from a number of refugee taxpayers. The AGs office was able to prosecute the fraudulent tax preparer and gain some restitution for the families. The partnership with IRC has grown over the years. By working closely with refugee case workers, IRC financial education program leads, and interpreters we are able to gain a full understanding of a household's income and filing status. This allows the Boise State and IRC VITA volunteers the opportunity to better serve our mutual clients, provide them guidance that will help them in the future, and provide help with teenage children's FAFSA applications and education aspirations. Our long-term partnerships with the IRC and with Boise Community Schools has allowed us to develop processes to increase efficiency. Further, we intend to use these processes in the future to establish VITA programs in rural Idaho communities.</p>
Titles of Courses Linked to Partnership	ACCT 485/585

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Partner #4

Project/Collaboration Title	Rural Education
Community Partner Name	Representative partners from the last several months (spring 2023): Several rural P12 school districts and charters, Sho-Ban Jr/Sr. High School, Idaho Association of School Administrators, Idaho Rural Education Association, Idaho Business for Education, I
Community Partner Contact	Andy Grover at IASA; Ryan Cantrell at IREA and the SDE, as well as Debbie Critchfield at the SDE; Rod Gramer, Robert Sanchez, Leslie Barbour at IBE, John McFarlane, STEM Action; Gretchen Hyde at Idaho Rangeland Resources Commission, Tammy Stringham at Lem
Campus Partner (person, program, department, center, etc.)	College of Education: Heather Williams (Faculty Dean in Residence for Partnerships, Department Chair for Curriculum, Instruction, and Foundational Studies, Program Coordinator, Executive Educational Leadership, and Director, Network of Leaders and Learner
Purpose of the Community-Campus Partnership	Boise State's Rural Education Collaborative seeks to advance educational opportunities, equity, and access across rural communities in Idaho and throughout the Intermountain region through research, teaching, outreach, and partnership. We seek to acknowledge the strengths of rural communities, and lead with a strengths-based mindset as we partner with rural communities to address the complex challenges that impact rural education. In particular, our purpose is to better align Boise State initiatives, programs, and resources with rural education needs. Boise State is located in the capital of Idaho and attracts more Idahoan students than the other public universities due, in part, to rural students wanting to experience the 'big city' as well as our robust programming in areas such as engineering, business and entrepreneurship, nursing, education, and policy. As such, we have an obligation to serve rural students and communities. Our partnerships are dedicated to co-constructing these alignments with our rural partners in order that our institution is sensitive to a diverse array of issues that may not be apparent without robust engagement. Beyond particular projects, our primary purpose is to systematically help rural communities meet their educational needs through championing our rural partners and re-framing the conversation to recognize the strengths of these communities and not merely their perceived deficits. Our Vision is to expand learning opportunities for youth in rural places by engaging in robust research and meaningful partnerships focused on serving students, adults, and overall community needs, with a focus on underrepresented and historically marginalized rural populations in Idaho, the Intermountain West, and then other rural communities throughout the U.S. and across the globe. A sample of our goals are: Build transdisciplinary teams that serve to create BRIDGES (Build, Rural, Design, Growth, and Education in STEM+) with workforce development – higher education attainment (education to industry ecosystems), and place-based leadership Improved STEM decision-making in communities Increased diversity, equity, inclusion, access, and belonging for those from rural communities Increased literacy in rural communities Work with interdisciplinary collaborators to apply for large-scale external grant funding focused on advancing equity in rural schools and communities Provide ongoing professional learning opportunities to rural teachers and educational leaders Establish school and community partnerships with rural districts across the state Create a statewide collaborative network and repository of resources for rural educators and districts in partnership with other institutions of higher education Serve as a centralized clearinghouse and coordinating hub for Boise State faculty and staff wanting to do outreach with P-12 rural districts and communities Support efforts within the College of Education to develop innovative pathways for educator certification to support staffing needs in rural schools Host an annual conference at Boise State or with other higher education partners focused on rural education to amplify the rural voices and improve outreach efforts Design and build collaborative, place-based education and research infrastructure that provides the scaffolding needed for students from rural communities to engage in university research projects with an onramp for careers in their home communities.

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Length of Partnership	Some of these relationships pre-date the Rural Education Collaborative's time as they were fostered by our prior grants and projects in the College since Professor Heather Williams came in 2014. She has been able to leverage her P-12 network and twenty-ye
Number of faculty involved	20
Number of staff involved	10+
Number of students involved annually	Approximately 100 Boise State students, not including doctoral candidates that focus on rural education. Plus, the P12 outreach impact. HDCC (500+ students) is just one example, but there are many others.
Grant funding, if relevant	Grants submitted with no decision (yet): NSF-INCLUDES Partners who have sponsored this work: Micron Foundation State Department of Education State Board of Education Network of Leaders and Learners, subscribers network (districts themselves pay for services)
Impact on the campus	<p>Although the community impacts can be less tangible as the Rural Education Collaborative continues developing, the campus impacts are more easily seen. Evidence of this is through the grant applications that have been submitted in the past year. Many campus partners are engaging the Rural Education Collaborative to include support for rural education in their funded projects ranging from research on healthcare (obesity grant), sustainable mining (marsunex), food science (mid scale infrastructure grant), and rangeland science (NSF NRT/RaMP). Rural education spans the disciplinary boundaries and has brought faculty together from numerous colleges to build initiatives that push research forward while uplifting rural communities. Our campus partners now range across every college and school at Boise State, including the colleges of Education, Engineering, Innovation & Design, Business and Economics, and Health Science and the School of Public Service. Besides institutional level impact, there's impact to the individual students and faculty of Boise State. The lead professor (Williams) feels that she has a responsibility to work hard for our students, make the content relevant, connect them to places and people, and create transformational experiences for their learning. Many of them are the professional development providers and instructional leaders of their communities, so she must continually bring my best strategies to be an engaging instructor. If we do better, our students in turn will go back and do better in leading professional learning in their school systems. It is a tremendous gift and a great responsibility to teach educational leaders. Professor Williams continues to make revisions to ED-CIFS 680 to better meet the needs of our students, and to further bridge theory and practice. Seven years ago, she started the Executive Educational Leadership Research Symposium. During the final year of our program each student studies a district or state level issue that they believe may require intervention or further study. Our students represent large districts, as well as rural districts from all across Idaho and the Intermountain West (we have some from Utah, Oregon, Washington, and Wyoming). Their Capstone studies seek to solve district and state level educational issues. The Symposium provides a forum to share their findings and expertise with the broader community as part of Boise State's commitment to the discovery and communication of knowledge. This event is always well attended by educational leaders, policymakers, academic leaders, business leaders, and others. Five years ago, Professor Williams engaged additional faculty members and researchers to serve as "academic idols" and mentors to our students as they work on their Capstone project. Throughout our program, our candidates, Idaho's future superintendents and educational leaders, have many opportunities to network and develop relationships with current superintendents, policymakers, and educational stakeholders.</p>

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Impact on the community	<p>Community impacts of these partnerships are difficult to evaluate. Partly, this is due to the inefficacy of past work evidenced by the lack of rural placement for our graduating teachers. These reinvigorated partnerships are building momentum, but may take years to come to fruition. Although we envision large-scale impact (across rural Idaho) that takes time to build, we know that we have had a positive impact on smaller scales. The HDCC partnership detailed above is one such example. Another is the Rural Education Forum we hosted at Boise State in November 2022. The forum centered rural voices from superintendents to students and was extremely well attended by statewide educators, community members, researchers, and policy makers. The feedback from this event was unambiguously positive. We intentionally developed the forum to celebrate the opportunity, potential, and successes of rural education – this framing considerably diverges from the deficit driven rhetoric surrounding our rural communities. The audience appreciated the chance to celebrate rural success and, fundamentally, feel seen. Rural communities don't often receive the self-determination to help guide efforts at a statewide scale, but this forum provided space for them to do so. Although this impact is relatively narrow in scope, it is this sort of impact that we hope underlies our efforts and expect from our continued partnerships. The principal professor (Heather Williams) often frames her collective work (teaching, service, scholarship) as bridge building. She is an academic who lives between theory and practice, and actively works to bring awareness to the gap and bridge those two worlds, not only for her students, but also in service to our larger school community and Idaho's children. She works for Idaho's largest university on issues often related to rural education. She tried to hold space, bridge the gap, and create dialogue between rural Idaho (stretching both to the east and to the north) and the realities of our urban campus. The students in my program come to us as aspiring leaders in systems from all of those places between places like vibrant downtown Boise, and rural America. It is important to her that all students can find her teaching and our programming relevant to their lived realities as school leaders today, regardless of their zip code or identities. The impacts of these partnerships are often immeasurable. How many students have been motivated to teach in rural schools and help support rural communities? How many community members have been called to action through chance encounters? As these partnerships unfold and new initiatives, programming, and curriculum is developed, initiated, and tested, we will see the community impact starkly highlighted. The current institutional and structural support of rural education and the building enthusiasm that runs through rural communities and the campus community suggests that these efforts have already been impactful in positive and responsible ways.</p>
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Provide one example as to how reciprocity is enacted through the partnership	Over the past two years, we have engaged with the nonprofit High Desert College Collaborative (HDCC) and five school districts in Elmore, Camas and Gooding counties to increase awareness about pre- and post- secondary education in a mutually beneficial way. I have coordinated efforts between our Boise State students, the non-profit, and schools where our students are able to participate in the High Desert College Collaborative's "Early Aspiration Workshops" for students in grades 4-8. The workshops expose students to college and career aspirations. They receive information and help setting up an Idaho college saving plan (Idaho 529 plans), and they can earn a \$125 scholarship. Our student participation exposes them to Boise State, and when our Boise State students are from those rural communities, it demystifies the obstacles and barriers for the younger generations (and the adults, too). The workshops allow our undergraduate and graduate students to reflect on their journey to higher education, why they chose to pursue their education, how far they really have come, the barriers they overcame to get where they are, and helpful resources they used. For majors who are not from rural communities but interested in rural places, it is an opportunity to gauge whether or not they would consider student teaching or other opportunities in a rural placement. Last spring, Boise State's lead faculty urged the HDCC to bring in the College of Southern Idaho CSI), a community college) and allow additional school districts. CSI is in my partnership network and many of my Executive Educational Leadership alumni are now the superintendents and leaders of these school districts, so the partnership grows at the speed of relationships, trust, and resources. The partnership with the school districts, HDCC, and several on-campus partners (BroncoLife, eSports, Community Impact Program, as well as our 200-level COED courses offering a service learning project) is an effort to not only build capacity and interest in rural educator placements in the future, but also create partnership opportunities for other research and service learning, which should help address workforce development and build that bridge between urban and rural places. In FY 22, HDCC conducted 26 college aspiration workshops in five school districts – Bliss, Hagerman, Wendell, Camas, and Glenns Ferry. Presented to just over 500 students in grades 4-8. Boise State had 9 students participate in workshop activities (both conducting and scoring scholarship applications) and awarded 154 scholarships totaling \$19,250. It should be noted that their applications increased from 85 the previous year to 263 this year and they attribute Boise State's participation as part of that increase. The success of this partnership motivated The Micron Foundation to give the College of Education five (5) Micron Aspiring Rural Teacher Fellowships each year. The challenge is in the first year and we have only had two applicants willing to be placed in rural schools, but through the increasing success of the Early Aspiration Workshops we expect more students to build enthusiasm for rural placement.
Titles of Courses Linked to Partnership	ED-CIFS 676 – Foundations of Leading Complex Educational Organizations ED-CIFS 677 – Leading Continuous System-Wide Improvement of Learning ED-CIFS 678 – The Superintendency and Executive Level Leadership ED-CIFS 679 & 680 – Internship & Capstone Courses VIP 200/400/500 – Rural Education Collaborative ED-CIFS 397/597 Leadership in Rural Education

Partner #5

Project/Collaboration Title	Institute for Innovation in Healthcare
Community Partner Name	Saint Luke's Health System
Community Partner Contact	Hilary Flint - flinhill@slhs.org

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Campus Partner (person, program, department, center, etc.)	Colleges of Health Sciences (COHS) and College of Arts and Sciences (COAS), and the Division of Research and Economic Development (DRED). We are pursuing similar agreements with the Veterans Administration (VA) and the Trinity Healthcare System.
Purpose of the Community-Campus Partnership	Solving complex problems, including those related to the health and wellbeing of our citizenry, requires multi- inter- and transdisciplinary teams who can move knowledge gained in the laboratory to the bedside. Institutions are therefore challenged to pursue and develop opportunities for “clinical and translational research.” In healthcare this generally means answering questions about whether and to what extent specific treatment strategies are effective and meaningful (clinical research), and implementing these strategies with the greatest reach, fidelity and efficacy (translational research). Accordingly, this initiative is intended to leverage existing expertise and partnerships to advance clinical and translational research in the state of Idaho. Of particular relevance is the creation of an “Academic Health Center” that can qualify for certain federal funding programs. Academic Health Centers play a crucial role in the evolution of evidence-based practice and also serve as economic drivers for the communities they serve. A recent (2023) report of NIH investments reveals that every dollar of federal funded health research that comes into the state results in \$2.46 in economic growth. The economic impact drives both the human capital and R&D necessary to strengthen the delivery of healthcare and the overall health of Idaho During the past two years, we have been formalizing agreements related to collaborative research projects with health care providers and piloting opportunities for interdisciplinary research. We recently hosted a statewide clinical and translational research conference that also drew faculty and students from Idaho State University and the Idaho College of Medicine. Our short-term goal is to obtain funding for the development of a clinical and translational research infrastructure network through the new NIH CTR-D programs that will be announced this summer. This funding will allow us to apply for the bigger CTR programs that would allow Boise State to play a lead role in the implementation of a statewide Clinical and Translational Research Network. The impact of CTRs on a state and region are quite vast. Ultimately the goal of the work is to impact the health-related quality of life of our citizenry, and to advance opportunities for healthcare delivery in Idaho, benefitting the economic wellbeing of our state as well.
Length of Partnership	The College of Health Sciences has been actively engaged in building this institute for at least 5 years, but the formal institute is in its first year.
Number of faculty involved	At least 8 from College of Health Sciences and at least 3 from the College of Arts and Sciences
Number of staff involved	At least 1 from College of Health Science and at least 1 from Division of Research and Economic Development
Number of students involved annually	At least 1 postdoc and 3 Grad Assistants from College of Health Science
Grant funding, if relevant	Currently we have two studies funded through the NIGMS agency of the NIH, and at least one large service project funded through the Idaho Department of Health and Welfare. We will formally begin work on the CTR-D proposal this summer as soon as the program announcement is released by the NIH. Currently these efforts reflect approximately \$700,000 in extramural funding.

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Impact on the campus	This work impacts several goals of the university strategic plan, including access to education, building research, and building partnerships. Currently the immediate impact is felt among our research faculty in COHS and COAS, as well as students who are engaging in the pilot studies. But the long-range goal of this initiative (including St. Luke's, as well as the VA, and Trinity/Saint Alphonsus) is to establish an academic health center. This will allow us to serve as a lead institution for NIH center grants, such as a Clinical and Translational Research Infrastructure Network or Center of Biomedical Research. These programs are specifically designed to help universities bring talented faculty members to their campuses, and include tremendous financial support for early career faculty. They provide talented faculty with a platform upon which to move towards research independence, and in fact it is the intention of the NIH that this would be the outcome of the programs. Further, the support from these programs will bring talented graduate (and undergraduate) students to study with the faculty who are funded through the centers. Faculty are able to offer excellent stipend, travel, and professional development opportunities to their students. These programs are also able to support summer programs, not only for our current students, but for high school students who are considering careers in health sciences. Thus, this work allows us to recruit talented undergraduate students. In summary, as we evolve as a highly active Carnegie R2 institution, this will have a profound impact on our research infrastructure, recruitment of talented faculty and students, and the development of graduate and undergraduate programs in the health sciences.
Impact on the community	The purpose is to advance clinical and translational research. There are two overarching aims: 1) projects will advance knowledge and contribute to the body of evidence in support of effective healthcare and healthcare delivery. Ultimately the work will directly contribute to our knowledge of and advance delivery of evidence-based practice, thereby optimize the health-related quality of life of our citizenry 2) the advancement of clinical and translational research will support industry growth in this region. This will strengthen the economy through the development of jobs in the healthcare and healthcare support industries, and has the potential to contribute to reducing the shortage of healthcare workers in Idaho.
Provide one example as to how reciprocity is enacted through the partnership	Each month, the Institute Executive Committee, composed of Boise State faculty and administration as well as community partners, convenes to discuss a framework for the operation of the institute. Consequently, we have adopted approaches to protection of human subjects and private health information as well as organizational structure that will support the administrative needs of the planned work. As a result, we have master agreements with St. Luke's and the Boise Veterans administration Hospital that provide the structure for collaborative projects. The agreement with St. Luke's has already resulted in three joint hires; two post-doctoral researchers (Radiologic Sciences and Kinesiology) and one shared faculty member (Nursing). There are many other examples of collaboration, but the shared financial support for these three researchers is a notable example of reciprocity of support. These investigators have been very productive in exploring the physiological and functional recovery of youth athletes following head injury and concussion (Post-docs), and the nursing faculty member has been exploring patient care experiences during hospitalizations as related to emotional and mental well-being. These projects have been quite successful and serve as pilot work that will help support future studies, including those that have the potential to be funded by the planned Clinical and Translational Research network.
Titles of Courses Linked to Partnership	This is being built out; no course #s yet

Partner #6

Project/Collaboration Title	Onramp Program
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Community Partner Name	Idaho Digital Learning Alliance (IDLA); the College of Western Idaho (CWI); Apple Community Education Initiative (Apple CEI)
Community Partner Contact	idla@IdahoDigitalLearning.org
Campus Partner (person, program, department, center, etc.)	Director Mark Woychick from Boise State's College of Innovation and Design
Purpose of the Community-Campus Partnership	<p>Information technology offers many benefits, but they are not uniformly accessible. The challenges are as varied as the communities in Idaho, from rural to urban, agricultural to high-tech, and corporate to small business. Internet access, language barriers, economic differences, and teacher availability all contribute to the underrepresentation of certain segments of our population from study and work across technology fields. To overcome this gap, the Onramp Program provides educators and learners with STEAM experiences regardless of their geography, circumstances, or any limitation. The Onramp program is based on three Idaho partners, Boise State University, College of Western Idaho, and Idaho Digital Learning Alliance, who work together with the support of Apple Community Education Initiatives. We reach learners who are underrepresented in tech fields to expose them to coding experiences and help them learn digital skills. Typically, the Onramp Program works with schools that are 60+% Free and Reduced Lunch, which means that low-income schools and students are the focus of our efforts. Since our initial cohort of schools and educators in 2019, our network of community partners has now expanded to include public libraries, middle and high school students across the state, school administrators, college students, English language learners, and collaborations with other Apple CEI communities. To deliver on our mission, Onramp mobilizes faculty, staff, and students from multiple units across campus: the College of Innovation + Design, K-12 Professional Development, Games, Interactive Media and Mobile technology (GIMM), College of Education, School of the Arts, College of Arts and Sciences, and Computer Science. Together, we deliver creativity and coding experiences by engaging learners to help them dream big and take on community challenges. To meet the needs of our diverse Idaho communities, we provide learners with training in coding and creativity, in-person and virtually, on-campus and in partner communities. We thus create learning opportunities attuned to the needs of our community partners. To date, Onramp has worked in more than 50 communities, including 23 school districts, 70+ educators, and more than 3,000 students statewide. One example of how Onramp brings together communities on- and off campus is through educational outreach at the Keith and Catherine Stein Luminary, Boise State's unique digital gallery. Through the Onramp-Luminary partnership, learners create with digital tools and engage in interactive activities with images of artwork. The Luminary is an immersive digital space with continuous 4K projection on 87x8 feet of touchscreens. Run by supercomputer clusters, its programming features flexible design interfaces for up to 36 users at a time and agile systems for a variety of hands-on applications using high resolution content from the sciences and the arts and culture sectors. Onramp has been critical in developing content and activities at the Luminary tailored for K-12 learning outcomes and welcoming teachers interested in developing strategic curricular solutions.</p>
Length of Partnership	Since 2019
Number of faculty involved	3
Number of staff involved	2 (plus temporary part time help from current Boise State students)
Number of students involved annually	800-1100 students reached annually; 100-300 professional development credits delivered

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Grant funding, if relevant	Onramp has been supported generously by Apple Community Education Initiatives, Apple's philanthropic group. Since 2019, Onramp has received \$1.5M in support from Apple CEI, roughly split between funding and device grants, plus hundreds of hours of education/technical training and support.
Impact on the campus	<p>The Onramp Program has played a key part in supporting and advancing campus programs that collaborate across disciplinary silos and create opportunities for students. An example of Onramp's on-campus impact is our collaboration with the Luminary and the Games, Interactive Media and Mobile (GIMM) undergraduate program, which provides students with the knowledge to produce and manage innovative hardware and software that increase the usability of and pioneer new applications in technology platforms. Onramp works with the GIMM Capstone course to develop augmented reality programs for the Luminary that enhance the learner experience. As part of their capstone course, GIMM students work across related disciplines, such as art history, graphic design, music, visual art, and film, bringing together the arts and sciences as they develop the programs. Students apply for and work in roles on the project team, just as they will in industry, to help ready them to join the workforce. Another impact Onramp has on campus is hiring student mentors to deliver the mobile lab experiences as they work with our learners, both on campus and onsite with our partners. By hiring students, Onramp is able to provide meaningful work experience and pay for students, and in turn, the student mentors serve as role models for our learners. Onramp student mentors come from many degree programs, including GIMM, Computer Science, Education, Art Education, and Communications. Onramp also provides transportation funds for students from area schools so they can visit Boise State. As noted in the Impact on community section above, campus visits for people who are underrepresented in technology are a meaningful way to share what is taking place on campus and extend that to the communities we are working with. The Luminary is not only an experiential learning space, but also a state-of-the-art digital laboratory for experimentation and iteration. Upper-division students in visual arts and education are employed to curate from museum collections and to design activities that engage Luminary learners of all ages. Students in GIMM and Computer Science develop interactive programs to deliver an immersive learning experience. In doing this work themselves, and paired with faculty in disciplines from art to zoology, our teams of students think more intentionally about exhibition narratives and user-interface design, how to scaffold content for different types of audiences, and how to respond to the challenges, interests and learning objectives of teachers. By bringing communities together - those on campus and off campus - Onramp creates the opportunity for diverse groups to meet and learn from one another and paves the way for future collaborations together.</p>

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Impact on the community	<p>With Onramp's mission to reach as many underrepresented learners as possible, our primary impact on the communities we serve is to open up opportunities and options that these learners would not have otherwise. This academic year, our Onramp learners have been 48% female, and 46% are from underrepresented minority/refugee populations from both urban and rural settings. Examples of Onramp's impact on the community are our collaboration with the Stein Luminary on the Boise State Campus and the GIMM program. The Stein Luminary and Onramp share a focus on interactive experiences and the integration of arts and technology. The Games, Interactive Media & Mobile (GIMM) technology program prepares students to create the experiences that manage the technology in our work and personal lives. With a GIMM degree, students will graduate with the knowledge to produce and manage innovative hardware and software that increase the usability of and pioneer new applications in technology platforms. Examples include immersive reality and interactive environments, in addition to online tutorials, websites, tablets, smart phones, and video streaming. Our partnership connects students from our community with the immersive experiences of the Luminary. Working together, the Onramp team, GIMM program, and the Luminary deliver thematic experiences that provide guided, standards-based activities for middle and high school student groups. The Onramp team is collaborating with GIMM capstone students, who are already working with the Luminary, to provide guidance and feedback as they create augmented reality (AR) experiences based on the artwork available from international museums and publicly available, which allow for publication of the apps. In many cases, when Onramp learners visit Boise State, it is the first time that most will be on a university campus. Thus, we pair a visit to the Luminary with other campus experiences to raise visibility and awareness of the potential of college. In addition to supporting the development of programs and experiences, Onramp provides funding for bussing our partner schools to the Luminary, which is followed by a school visit from the Onramp mobile lab to extend their experience with arts and technology. By enabling visits to campus and visits to their schools, Onramp creates a connection for our learners within Boise State and with Boise State and their communities.</p>
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Provide one example as to how reciprocity is enacted through the partnership	<p>Collaboration and reciprocity have been the key to the Onramp programs' early successes. Listening and responding to partner needs is at the core of the program's design. We began this during the initial stages of the pandemic and continue to emphasize listening to our partners. Each of our engagements is based on the needs, interests, challenges, and objectives of each learning community. We work closely with our partners to understand what will work best for their learners and design programs to meet their needs, essentially creating a custom engagement, unique to their community. An example of collaboration is from a member or current cohort: Initial Point High School, which is an alternative high school located in the town of Kuna (population is 24,000 and located about 30-45 minutes from Boise). Our engagement with Initial Point High School began through Onramp's Leadership Track program, in which school administrators design how they build capacity and support educators to implement technology in their schools. From there, several Initial Point Educators joined the cohort as part of Onramp's Educator Professional Development Program. By working with and learning from the school's representatives, as well as from other cohort members, we designed a school-wide engagement that involves all teachers and students. Our Initial Point partners explained that their students felt that the "Diamondback" school mascot had a negative connotation for the alternative high school, and they were considering a student-led project to change the mascot. With our recently launched mobile lab, which was created to respond to partner requests for more frequent onsite engagements, Onramp offered to build coding and creativity experiences for Initial Point to drive engagement in the project. Through several on-site visits, we worked closely with educators and students as they created and recorded their personal stories and connection to the new school mascot, the Phoenix. When the entire high school of 70 students came to visit campus, Boise State students served as assistants to guide small groups of 12-15 to different stations where they engaged with art and technology in ways that they would not be able to do in Kuna. These included hands-on experiences in the GIMM lab and the MakerLab, a tour of the state-of-the-art studio classrooms in the Center for the Visual Arts, and creative activities with iPads and in the Luminary. In the Luminary, they explored the color spectrum, the textures of paints and glazes, and how the physical characteristics of animals are depicted across the world. The iPad activity demonstrated digital marking tools to make the ephemeral "selfie" into an expressive portrait. The Initial Point story is just one example of how listening to and learning from our partners creates better outcomes for our learners. With each of our partnerships, Onramp learns from each community and builds that information back into our array of offerings for future engagements, which strengthens the program's capacity to engage with new communities.</p>
Titles of Courses Linked to Partnership	n/a

Partner #7

Project/Collaboration Title	Housing and Homelessness in Idaho
Community Partner Name	Ada County; Ada County/Boise City Housing Authorities; CATCH; COMPASS; City of Boise; City of Idaho Falls; Idaho Housing and Finance Association; Idaho Governor's Office; Idaho Health and Welfare; Interfaith Sanctuary; Franklin Building Supply; Jesse Tree
Community Partner Contact	Maureen Brewer, Senior Manager Housing and Community Development, City of Boise - mbrewer@cityofboise.org; Zach Hague, Chief of Staff, Idaho Office of the Governor - Zach.Hauge@gov.idaho.gov; Ali Rabe, Executive Director, Jesse Tree - ali@jesse-treeidaho.org
Campus Partner (person, program, department, center, etc.)	Vanessa Fry, Idaho Policy Institute, School of Public Service

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

Purpose of the Community-Campus Partnership	Boise is one of the fastest growing metropolitan regions in the U.S. and housing availability hasn't kept pace; vacancy rates for owner-occupied housing (1.1%) and renter-occupied housing (2.4%) are well below the national average, and over 27% of households are paying 30% or more of their income on housing costs. Low- and medium-wage workers seeking affordable housing opportunities have been forced to live at increasing distances from the region's urban center, Boise, and many have settled on the western edge of the valley in Canyon County. This has created a spatial mismatch between housing, job centers, health care facilities, and educational opportunities that the region has failed to prevent, mitigate, and accommodate, and these issues disproportionately impact the community's racial and ethnic minorities, and low-income residents. As a result, community organizations have sought university partnerships to support evidence-based solutions. Specifically, these issues catalyzed a community-campus partnership that began in spring 2015 when the City of Boise received a grant through the Social Innovation Fund at the Corporation for National and Community Service to test the feasibility of using Pay for Success to address issues related to chronic homelessness in Ada County, Idaho. The city did not have the capacity or expertise to conduct the analysis so they contacted a university partner, Vanessa Fry, now Idaho Policy Institute Director, to conduct the analysis. It became immediately clear that housing and homelessness is not an issue unique to the City of Boise. As a result, the initial purpose of the partnership, to conduct a feasibility assessment, expanded to become not only a partnership with one community organization (City of Boise) but between the university and 16 (and growing) community organizations. The objective now is for the Idaho Policy Institute to provide research to support decision makers in regards to policies and programs to support housing opportunities for all Idahoans.
Length of Partnership	This partnership began in 2015 (8 years and it will continue).
Number of faculty involved	4
Number of staff involved	15
Number of students involved annually	15 annually - roughly 110 students since the partnership's inception
Grant funding, if relevant	Partners who have sponsored this partnership include: City of Boise City of Idaho Falls Idaho Governor's Office Idaho Housing and Finance Association Idaho Health and Welfare Franklin Building Supply Saint Alphonsus Health System St. Luke's Health System Substance Abuse and Mental Health Services Administration of the Department of Health and Human Services White House Office of Social Innovation The total sponsored revenue for this project is: \$500,77
Impact on the campus	Due to the engagement of Idaho Policy Institute (IPI) in this project, IPI's director and School of Public Service Urban Studies lead created a new Vertically Integrated Project Course, Housing Opportunities for All. This course incorporates students from across disciplines and from undergraduate students to PhD students in a Service-Learning environment where the students work directly with community partners each semester. Students can choose to take the course for multiple semesters. Idaho Policy Institute also supports two initiatives on campus addressing housing for students and also for faculty and staff. IPI being a liaison between the university and community has helped the campus community consider housing issues in a greater community context, thus recognizing we are all indeed part of one community. From the beginning of this project, Idaho Policy Institute has been able to secure funding to support faculty, staff, and students engaging in research and technical assistance related to this project. To date, funding to support IPI and its university partners has exceeded \$500,000 and homelessness related projects in which all have engaged community partners.

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Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

Impact on the community	<p>This ongoing partnership has seen numerous outcomes positively impacting the community. The initial project, New Path Community Housing, began with a feasibility study which resulted in the construction of a 40-unit building for people formerly experiencing chronic homelessness. In its initial three years of operation, over \$3 million in community costs have been saved or avoided due to people being part of the New Path program. A few years into the partnership, Idaho Policy Institute worked with Blue Sky Institute at Boise State and Interfaith Sanctuary, a local emergency homeless shelter, to examine how the university could better engage in homelessness service provision in the region. The resulting network analysis and Strengths Weaknesses Opportunities and Threats analysis helped identify future partnership opportunities - many of which have begun. The Campaign to End Family Homelessness seeks to provide 300 new units for Idaho families experiencing housing insecurity. The Campaign was catalyzed through Idaho Policy Institute research, sponsored by City of Boise, which identified feasible homelessness prevention services and analyzed Ada County's Coordinated Entry System (CES). Research included tracking households with children through the CES, assessing their referral into programs and determining costs associated with placement into housing. In 2019, Idaho Policy Institute began supporting Idaho Department of Health and Welfare's (IDHW) Treatment and Transitions Program through providing technical assistance with program design and program evaluation. A recent fourth annual evaluation indicates the program enhances the safety and wellbeing of program participants. To date, the program has launched four enhanced safe and sober houses and directly provided 233 Idahoans with stable housing and supportive services. In 2022, Idaho Policy Institute partnered with the Idaho Governor's Office to enumerate the propensity of housing insecurity in each of Idaho's 44 counties. The results led to the state allocating \$50 million in American Rescue Plan Act funds to support development of workforce housing. This is the first time the State of Idaho has allocated any funding to support housing affordability. Idaho Policy Institute provides support to Idaho Housing and Finance Association's Housing Strike Force in their effort to create 100 new units of permanent supportive housing across Idaho.</p>
Provide one example as to how reciprocity is enacted through the partnership	<p>Although this project was generated through City of Boise's need to address issues related to chronic homelessness, it has expanded to include housing, homelessness, and eviction studies across the state. The research is driven by the needs of community partners. Before a project launches, university team members and community partners meet to discuss the nature of the partnership, which drives decisions regarding contracting, data use agreements, and other decisions to support mutuality and reciprocity. Since the beginning of the Housing and Homelessness in Idaho project, Idaho Policy Institute team members and community partners have worked collaboratively through all stages of the project, enabling circular feedback. This includes identification of the issue(s) to be addressed and design of the research/technical assistance strategy. When a new phase of the project begins, the university lead and other team members regularly meet with the community partners to communicate progress on the project and to solicit feedback. When findings are produced they are reviewed with community partners, and then the university and partners have determined the best ways to disseminate the information to achieve the greatest impact. When a phase of the project completes, Idaho Policy Institute collects information on partners' perception of the overall project and collaboration.</p>
Titles of Courses Linked to Partnership	<p>VIP 200, 400, 500: Housing Opportunities for All Vertically Integrated Project PubAdm 692: Master of Public Administration Capstone</p>

Partner #8

Project/Collaboration Title	Idaho Election Cybersecurity Center (INSURE)
Community Partner Name	Idaho Secretary of State

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Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

Community Partner Contact	Chad Houck - chad@opearent.org
Campus Partner (person, program, department, center, etc.)	Amit Jain, Chair - Department of Computer Science, College of Engineering
Purpose of the Community-Campus Partnership	<p>The aim of the Idaho Election CyberSecurity Center (INSURE) is to recommend and develop tools, technologies and policies to protect fair and democratic election processes from cyber and information attacks. The center includes an interdisciplinary team of experts in computer science, cybersecurity, and political science. The purpose of this partnership is to promote research in the space of election security by Boise State computer science, political science and mathematics faculty working with the Idaho Secretary of State's office. This is formalized as INSURE (Idaho Election Cybersecurity Center). This includes election cybersecurity monitoring, integrity of election registration systems, security of proposed online voting algorithms, as well as consulting on election audit processes. The partnership has been ongoing since 2018. With this partnership, we have had, and will continue to have, an impact on the community by improving the training and knowledge available to election officials, creating learning opportunities for our students and faculty, creating open source software tools for use by the election community across the country and publishing peer reviewed research. Over the long term, we expect to include multiple states in the partnership. The main partner that we work with is Chad Houck, who was the Chief Deputy Secretary of State for eight years until January 2023 and is now the director of Operant, a non-profit dedicated to improving election security. Chad holds a Master's in Cybersecurity from Naval Postgraduate School. We also work with various other officials including the new Secretary of State that took office in 2023. The Secretary of State has received cybersecurity tabletop exercises that we have designed for election officials, an initial version of an election security monitoring software tool that they plan to deploy soon, help with improving their auditing process, and other products of research. The fact that the Computer Science department is located two blocks from the State Capitol has certainly helped in improving the communication. Three computer science, one political science and one mathematics faculty as well as several dozen undergraduate and graduate students have been involved in this partnership. The collaboration with the Secretary of State's office also allows us to get access to critical election data that is essential for doing research in this space. It also gives us access to election officials across the state and a chance to see our research actually get deployed in the field. To date this project has raised over \$600K in research funding. We are developing two open source software tools that will be released to all states once they are past testing in Idaho. Our partner has created a non-profit to actually deploy our research products. We also have several other states that want to participate. In fact, the US Election Assistance Commission (congressional level) has visited Boise State to learn more about our work and we are in talks with them for additional funding to increase the scope of the work.</p>
Length of Partnership	2018 to present
Number of faculty involved	5
Number of staff involved	1
Number of students involved annually	20+
Grant funding, if relevant	600,000

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Impact on the campus	<p>Since 2018, the projects that have led to what is now known as The INSURE Center have engaged dozens of students annually from multiple disciplines with state and local government professionals through collaborative events like the Idaho County Clerk's Annual Cybersecurity Training Exercise. During these events, many staffed by Boise State undergraduate and graduate students, students work side-by-side with state and local officials to deliver training, facilitate table top exercises, and troubleshoot possible election scenarios to derive improved outcomes. These students are able to see how computer science can positively and practically affect government and society. Beyond facilitating events, a select group of both graduate and undergraduate students have had the opportunity to dive deeper into the research space by joining the research teams of different INSURE Center faculty. One such graduate student, prior to the defense of her thesis in 2023, had the opportunity to speak as the primary presenter of the findings of her survey that would eventually find its way into her thesis, at an international research workshop on Elections Infrastructure. By the time this student defends her thesis and receives her master's degree from Boise State in 2023, she will have previously been published twice within her field and spoken internationally on her topic of focus. Another undergraduate student that served on the same team shared how engaging his contributions to the project were for him, knowing that what he was working on would soon translate directly to utilization in the democratic process. As the designer of the user interface that will allow end-users to ultimately submit critical incident details to upstream incident managers in a near real-time environment, he could see directly how his work was going to improve the way elections were run. His enthusiasm was so great, in fact, that he has decided to stay at Boise State to work on his Master's in Computer Science, while continuing with INSURE to develop the next needed component of the same tool. In addition to the student engagement, three computer science, one political science and one math faculty have been part of the research conducted at INSURE. The work has been interdisciplinary between engineering and political science, expanding the scope and reach of the Center's work. This team of researchers have collectively spoken and presented the results of the Center's research in both national and international forums, including at the first ever workshop on election infrastructure security at the European Symposium on Research in Computer Security, hosted remotely from Copenhagen, Denmark in 2022 and the 2023 CIS annual ISAC Conference (in partnership with the Department of Homeland Security). Additionally, one department staff member is also a recurring county election judge, a connection that has benefitted both the faculty and the partner by providing additional real-world insight, and creating unique opportunities as this staff member has been repeatedly nominated and selected for inclusion in executing post-election audits.</p>
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Impact on the community	<p>The INSURE center has positively affected the community and our community partner by providing research on election security problems. This has resulted in a change in the Idaho post-election audit process, improved public confidence and understanding of the processes used for those audits, increased training opportunities for the election officials, joint peer-reviewed publications, and stronger knowledge sharing network between the university and election officials. Over the long term, the project has the potential to substantially improve the public's perception of the strength of election processes, while providing real-world solutions to elections administration challenges faced by both our partner and states across the country. This is important given declining public confidence and trust in U.S. elections. Factors contributing to this drop in confidence include concerns about foreign interference in U.S. elections and election security. This makes it important to research election cybersecurity and identify ways to improve the security of election systems, thereby helping increase public confidence in elections in Idaho and beyond. Moreover, these tools and practices developed as a result of our partnership with the Idaho Secretary of State's office ultimately serve to better protect our community and the elections run in that community from interference from bad actors that would seek to at minimum discredit and possibly even disrupt or disable our democratic process of elections. Additionally, the INSURE Center is collaborating with election officials, administrators, and infrastructure providers to develop strategies to continuously improve election security and processes. This will especially help smaller and rural communities in Idaho with fewer resources and staff members. Currently, the Idaho Secretary of State's office uses our research to increase confidence in the integrity of elections through the execution of a post-election audit on all statewide general and primary elections. In addition, they are leveraging our center to do additional research into the efficiency and efficacy of various approaches to registration list management and list comparisons. These joint efforts have drawn national attention, including a visit in 2022 from two of the four presidentially appointed commissioners of the United States Election Assistance Commission, and interest in possible collaborations with other state secretary's offices.</p>
Provide one example as to how reciprocity is enacted through the partnership	<p>The partnership is mutually beneficial as the partner gets access to faculty and students to research problems in the partner's domain while we get access to critical data and information from subject matter experts as well as funding to support students and faculty. As members of the Secretary of State's office, our partners are the designated experts in elections. Without this type of domain knowledge, our research would be much more difficult, if not impossible. The projects are co-designed with input from the partner at regular points. We typically meet once a month, sometimes more often. The partner attends many of our internal research meetings and provides feedback on the intermediate research results and tools. For example, consider the Election Security Monitoring tool that we are developing. The partner provided us with the data and typical problems they face in election security, especially on the day of the election. Boise State researchers came up with a solution to monitor in a way that brings problems up to the right level in the election infrastructure. Because of the partner's resources, we will be able to deploy the tool in a real election. That will be invaluable in testing the research tool and improving it for wider use. Another smaller example is when the partner asked us to review their audit process. We were able to improve the process so they can better predict the probability of election fraud. The partner then deployed the modified audit process across the state. We provided a whitepaper for the partner to use in communicating with their constituencies.</p>
Titles of Courses Linked to Partnership	n/a

2. In comparing the partnership responses from your previous classification with the responses above, please reflect on what has changed in the quality, quantity, and impact of your partnership activity.

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Although Boise State continues to use the responsive decentralized community engagement model, our leadership, faculty and staff also recognize that our rapid growth (e.g., number of students, research portfolio) as an institution means that cross-college, multi-disciplinary programs are important ways to better mobilize our expertise, knowledge and talents to elevate our community partnerships and community-oriented impact. Deeply entrenched social, political and policy problems cannot be adequately addressed by a single university partner but must include multiple partnerships from across the university.

Over the past eight years, we have created academic programs, structures and policies that encourage close collaboration with community partners; we also embed different types of community-oriented student learning experiences at various points of our students' academic pathways; we promote cross-college collaboration; our university president emphasizes the importance of community engagement. We highlight these key shifts below:

For example, new academic programs include the School of Public Service, created in 2015 in order to be more intentional about how we support and engage with community partners at local, state, national and international levels. Along the same lines, an innovative new academic program, the Human-Environment Systems program, was created. A forward-thinking aspect of the program is that faculty are geared toward "solution-oriented" research that rewards junior faculty for being directly engaged with community partners.

In addition, Boise State faculty and staff responded to the dramatic growth in our student population to expand credit-based learning opportunities that focus on community engagement. The Service-Learning Program expanded to incorporate additional students and community partners. Faculty and staff created the Vertically Integrated Projects program to allow faculty to integrate students at different stages of their learning careers into a focus on a single topic. Many, but not all, of the VIP courses specifically work with community partners. The University Foundations undergraduate core curriculum now requires that students must take a 200-level course that includes community-engaged activities.

Importantly, Boise State is learning to find the appropriate balance between a responsive decentralized system and more centralized processes that promote multi-disciplinary and cross-college collaborations (internal and external). We now recognize that our approach going forward won't be based on a static either/or division between the two approaches. Rather, we will continue to support the responsive decentralized system approach in order to encourage individual faculty and staff to identify and develop the types of community engagement that is most appropriate to their respective area. But we will rely on leadership from deans and the Office of the President to reduce the "transaction costs" associated with internal barriers to community engagement, as well as to promote cross-college collaborations to mobilize our skills and expertise to work with community partners to better address key social, political and policy issues.

3. What actions have you taken since the last classification to deepen and improve partnership practices and relationships—in initiating, sustaining, and assessing partnerships? How did these practices encourage authentic collaboration and reciprocity with community partners?

President Marlene Tromp initiated a new direction for our community engagement processes with a renewed emphasis on developing mutually beneficial partnerships that permit the co-design of research and community-oriented projects. President Tromp created a new position in 2022 to help guide these processes: President's Professor of Public Scholarship and Engagement, which is designed to elevate how leadership, faculty, staff, and students engage with each other and external communities. This position aligns with the Office of Research, the Center for Teaching and Learning, and the Center for Research and Creative Activities.

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In fall 2019, newly installed President Tromp challenged the university community to identify and establish unique educational programs to serve different rural/remote communities. The College of Extended Studies took the lead on the project because of their expertise in servicing off-campus locations, online education, and diverse student populations. The resulting Community Impact Program ensures that local leadership in three participating communities (three rural towns and surrounding areas) are actively engaged as partners in the development of programming.

In 2021, Boise State signed an MOA with the Shoshone Bannock Business Council. Part of the MOA involved the creation of the Tribal Advisory Board, which includes three Boise State representatives, three members of the Shoshone Bannock Tribe, and one current student from the Shoshone Paiute Tribe. Boise State also created the University Committee on Tribal Initiatives to ensure that priorities agreed upon by Boise State and our Tribal partners are implemented.

The College of Business and Economics began the VITA program in 2013 in one location, the Boise Public Library. This program assists refugee and limited-English-proficient individuals with their taxes. It now operates five sites year-around. In 2015 the International Rescue Committee partnered with Boise State and the Boise Public Library to create an annual refugee Tax Day. A six-year partnership with the International Rescue Committee, Boise State, and the Boise School District led to the creation of the Treasure Valley VITA Coalition,

The College of Health Sciences: In addition to the crucial steps of developing advisory councils and boards for each of our departments/schools, our college leadership team and faculty serve on similar boards and advisory councils for our community partners. This has further increased reciprocal feedback loops, open conversations as well as trusted relationships. Our professional programs rely heavily on our community partners to take our students for field placements and clinical rotations, which makes it important for us to invest heavily in positive relationships with these allies.

The College of Arts and Sciences: Over the last five years, COAS created the School of the Arts and the School of the Environment. Part of their charge is to increase and embed community engagement into their teaching, their research, and their impact on the campus and the community at large. As we design new curriculum in the schools, we will require experiential learning throughout the curriculum. We are also in the process of creating advisory boards for each school that will deepen our relationships and expand our impact.

SECTION 5: Institutional Identity and Culture

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

- Indicates their perception of where community engagement fits into their leadership of the institution,
- Describes community engagement's relationship to the institution's core identity, strategic direction, and practices, and
- Discusses how engagement is institutionalized for sustainability in the institution.

Please EITHER copy and paste the text of the letter in the following textbox

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-- empty or did not respond --

OR upload a PDF copy of the letter below:

- [Carnegie Classification President Letter 2023.pdf](#)

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

Annual addresses/speeches (maximum word count 500):

Annual State of the University address 2021

Excerpt: During the past year, the university: educated and supported teachers, health care workers and businesses as they weathered COVID; made and distributed face shields to local health-care providers and organizations around the world; devoted thousands of hours to helping K-12 teachers shift to online teaching; built up a public health office from scratch to provide testing for the campus community, as well as health care workers, police officers, first responders, teachers, state government officials, and others; Administered thousands of vaccines; created custom programs to meet industry needs; provided programs and support for entrepreneurs in a number of fields, helping them design, prototype and refine their products and take them to market; created the Institute for Advancing American Values to encourage conversation between multiple viewpoints to spur engagement, understanding and connection; began the Bronco Gap Year program to offer students who need to step away from college a way to stay connected; formed a business partnership hub that brings together industry and academics to solve problems.

Boise Chamber of Commerce annual address, spring 2021

Excerpt: During COVID, our entire campus came together in new ways to serve our community. We learned new skills quickly, and we educated others. We supported teachers, health care workers, businesses, and more. Our Library MakerLab and College of Engineering produced over 1,000 face shields for local health-care providers and for Idaho-related organizations around the world.

Our Department of Respiratory Care distributed ventilators to the valley's top health care providers to combat the potential shortage.

We helped educate K-12 teachers on best practices for teaching online. A new public health office led testing, contact tracing and vaccination efforts. Since opening in October 2020, the lab has processed over 30,000 COVID tests. A team of 30 new contact tracers, nursing and allied health staff helped mitigate and respond to infections, and the vaccination clinic began administering doses of COVID vaccine in March. We tested health

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care workers, police officers, first responders, teachers and other members of our community. We have administered more than 5,500 vaccines in our campus center. and in large clinics that are open to the community.

Published editorials (maximum word count 500):

Increasing Student Retention Rate Through Personalization

Excerpt: In spite of the fact that rural students perform better on standardized testing and graduate high school at a rate nearly as high as that of prosperous suburban schools, just 19% complete college (compared to 67% of suburban students). Our Community Impact Program (CIP) serves parents, veterans, military spouses, adults creating new opportunities for themselves, college completers (one of the largest populations in the country) and more ... For many first-generation or socioeconomically disadvantaged students experiencing imposter syndrome, direct mentoring and human support can help them cross that hurdle. In its pilot year, CIP had a 94% retention rate (even with the impact of COVID, which was predictably a complicating factor for students).

Idaho Public Television "Idaho Listens" documentary

Excerpt: When I first arrived in Idaho I received a letter from 50 percent of the majority caucus in our house telling me that if I didn't cut our DE and I programming they would defund the university. I think they looked at me and they saw an outsider. ... when I sat down with her (the leader author of the letter) it took an a hour and a half to get to a place where she said 'I fear that a young person from a rural community who's white is going to show up on campus, say the wrong thing politically and feel deeply ashamed and feel like they can't speak.' I said, 'I don't want that, either' and it gave us a place to start.

Boise State Magazine column, First Word, winter 2022

Excerpt: From its earliest days, Boise State has been responsive to our community's needs. While our breathtaking trajectory has grown our national stature in myriad ways, our core public mission remains unchanged: to serve students and to serve Idaho. ... From helping Idaho school children understand bird migration to empowering Indigenous communities with health care information to assisting women in finding meaningful and lucrative jobs in tech fields, they are putting their ideas into action. When they succeed, we all benefit. ... We are deeply committed to student success, research and partnerships, improving access, and doing so in ways that break the mold. Together, we aim to create a brighter future for everyone.

Campus publications (maximum word count 500):

Volunteer Income Tax Assistance Program:

Excerpt from story: The Department of Accountancy operates a free program available to anyone in the community who makes \$60,000 or less annually. The IRS certified tax preparers, who are Boise State students and faculty, help prepare tax returns. Locations include the Boise Public Library, Meridian UnBound Library and Boise State's Micron Business and Economics Building. They also offer a virtual option. (Story from 2020: It's tax season, and Boise State accounting students are here to help)

Boise State hosts statewide forum supporting rural teachers and students

Excerpt from story: The Rural Education Collaborative, one of Boise State's Vertically Integrated Projects, held a forum on campus last month with both physical and Zoom participants to discuss education for rural Idaho

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students.

Notable panelists included the incoming State Superintendent of Public Instruction Debbie Critchfield, Idaho State Board of Education President Kurt Liebich, and Idaho State Board of Education Chief Planning and Policy Officer Tracie Bent. These leaders in education held their panel about underserved and rural educators and the help they need to better serve their students.

From a knee injury to the biomechanics of babies: How Mannen's lab is engineering for the most vulnerable
Excerpt from story: The work of Mannen and the BABI lab is inspired by a desire to make safer products for all infants.

"Mannen credits these key female mentors, who encouraged and supported her education and provided role models of successful female engineers with families and children, with helping establish the culture of her lab, a culture passionate about giving back to the community by improving the health and wellness of babies through biomechanics.

"For over half my life now I've been a woman in engineering, it is my life," Mannen said. "I feel a lot of responsibility for being that role model for other women in the same way I was able to find that support system."

Online nursing student discovers meaningful community role in Hurricane Ian's wake

Excerpt from story: Student begins checking on most vulnerable local residents after a hurricane strikes her neighborhood.

"After the storm, local organizations posted information online about where to find resources such as running water for showers or laundry. But many elderly people in Gardner's neighborhood don't frequent the internet or were without power. So, on regular evening walks with their dogs, Gardner and her husband checked in on people who she knew didn't have much local family support, an act outside of her typically reserved nature. "We were just walking around as neighbors and I kind of went into nursing mode," Gardner said. "Making sure they knew that there was support out there and passing along that information."

Other (maximum word count 500):

Free dental clinic comes to Boise State March 31-April 1

Excerpt from story: University partners with organization to host free dental clinic for students, faculty, staff and members of the public. "Boise State will partner with Extra Mile Arena and Love Heals, a local non-profit organization that hosts clinics around the world. The free clinic will offer dental exams, X-rays, fillings, extractions, sealants, dental cleanings, oral health education and more. Dental professionals include board certified dentists, oral surgeons, hygienists, dental assistants and supervised dental students. "Many students have limited access to health coverage, especially dental, and when managing basic needs, dental care often drops to the bottom of one's list of priorities," said Michelle Cain, Boise State student basic needs case manager. "The university is pleased to provide a program to help individuals access much-needed care, helping to ensure their success."

Boise State selected by Heterodox Academy Campus Community Network

Excerpt from story: University recognized for efforts to promote discourse on campus and in community. "Boise State's HxA Campus Community has long-term objectives of providing a forum for faculty, staff and students to express differing viewpoints modeled on HxA values of open inquiry and constructive disagreement. It is partnering with the Institute for Advancing American Values in pursuing its aims. The Institute for Advancing

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

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American Values has worked since 2020 to promote conversation across different viewpoints through events such as the Distinguished Lecture Series, Idaho Listens and Boise State Listens events, which draw university and community members from diverse walks of life. Andrew Finstuen, the inaugural director of the institute sees the partnership with HxA as a chance “to further the institute’s mission to talk and listen to each other respectfully about the issues and values that have shaped the Treasure Valley, the state and the nation.”

Nursing students serve – and learn from – veterans during clinical rotations Trisha Ruayana and Marc Binder are both in their second semesters of Boise State’s nursing program. In Fall 2022, they participated in their first clinical rotation at the Veterans Affairs (VA) Medical Center in Boise. This is the first time either student has worked in a hospital dedicated to the care of veterans. Given the unique patient population, the experience comes with its own rewards and challenges. “The most rewarding thing is seeing how the patients get better,” Ruayana said. “Just knowing that these patients have a lot of support and resources available to them has been great.”

Boise State students restore local trails through Service-Learning program Boise State’s Restoration Planning and Disturbance Ecology class taught by Megan Cattau, assistant professor in Human-Environment Systems in the College of Innovation and Design, worked on native species restoration of trails in the Military Reserve, a 734-acre park close to the Boise foothills and available to public users for biking and hiking. Service-learning student leader supports refugee community during COVID-19 crisis Political science major Tecle Gebremicheal quickly pivoted from his normal duties and is working to translate information about COVID-19 and coordinating outreach.

3. 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.

Boise State’s mission and vision statements both explicitly state our commitment to community engagement:
Mission: “Boise State provides an innovative, transformative, and equitable educational environment that prepares students for success and advances Idaho and the world.
Vision: “To be a premier student-success driven research university innovating for statewide and global impact.”

Importantly, it is Boise State’s strategic plan, Blueprint for Success, that operationalizes the university’s commitment to community engagement and offers a clear vision to encourage students, staff, and faculty to work with the broader community. Goal 4, “Foster Thriving Community, and Goal 5, “Trailblaze Programs and Partnerships,” both represent a clear vision to promote community engagement.

Goals #4: We will promote and advance a fair, equitable and accessible environment to enable all members of the campus community to make a living, make a life and make a difference.

Strategies to achieve Goal #4 include:

Advance a learning and working environment dedicated to the flourishing, sense of belonging, and freedom of expression among all students, faculty, staff, alumni, and friends of the university.

Create a comprehensive, whole-employee experience that aligns university resources and is designed to enhance employee well-being and career growth at the university.

Create a transparent, centralized business operations model that responsibly uses university resources, supports collaboration, and promotes consistency across individual campus units.

Foster a sustainable campus that is both environmentally and socially responsible as well as economically

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

feasible.

Goal #5: We can enhance and foster pathbreaking interdisciplinary programs and activities that transcend traditional fields of study and offer students new opportunities to grow, thrive and contribute to our state and our nation.

Strategies to achieve Goal #5 include:

Leverage existing partnerships and programs and develop new opportunities with Idaho employers and private partnerships to address workforce, research, educational, and service needs.

Expand partnerships across Idaho to ensure rural communities have access to high-quality educational programming that fits their needs.

Create interdisciplinary structures to facilitate meaningful connections and experiences for students, faculty, and staff.

In addition, the president's homepage includes a direct link to community engagement. This website includes a direct reference to the Carnegie Foundation's community engagement definition. It also lists a series of ongoing projects and activities that capture the spirit of our community engagement. The Blueprint for Success and the president's website provide a strong vision for how Boise State leadership seeks to promote community engagement. Boise State has a clear and strong commitment to the urban and rural communities in our region.

4. Specify changes in executive leadership since your last classification and the implications of those changes for community engagement.

Since our last classification, then-President Bob Kustra retired and Dr. Marlene Tromp became our new president in the summer of 2019. For one year between the two presidencies, Dr. Martin Schimpf served as interim President. Dr. Schimpf had served as Provost until summer of 2018; Dr. Tony Roark served as interim Provost for three years, and Dr. John Buckwalter became Provost in the summer of 2021.

Although at some institutions there may be a strong dependency of community engagement on executive leadership, it can be argued that because of our decentralized model of community engagement, grounded in the grassroots efforts of faculty and staff, Boise State would have a robust portfolio of partnerships even with leadership somewhat apathetic to community engagement.

Fortunately, however, Boise State has enjoyed executive leadership that is deeply committed to community engagement. Not long before our initial Carnegie classification in 2007, President Kustra put forth a new vision of Boise State becoming a "Metropolitan Research University of Distinction." That vision crystallized our role as being the only "full-service" comprehensive university in the region with the responsibility for providing the bulk of post-secondary education, research and creative activity, and service to the community. That vision was operationalized in the university's two subsequent strategic plans, Charting the Course and Focus on Effectiveness.

President Tromp has created an even more intense focus on community engagement, in particular expanding beyond the confines of "metropolitan" to include Idaho's rural communities. Her vision has been operationalized in Boise State's new strategic plan, Blueprint for Success. Under President Tromp, Boise State launched the Community Impact Program, which sought to better connect us with rural communities. In addition, she created a new position, President's Professor of Public Scholarship and Engagement. Under President Tromp's leadership, there has been an effort to support faculty and staff that are working with community partners from

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

traditionally marginalized communities. For example, Boise State signed its first MOA with a Tribal nation in 2021.

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

Boise State rewards excellence in community engagement in several ways. First, in 2020, the university created the President's Community Service Award, which rewards faculty and staff for their excellence in collaborating with community partners. Faculty and staff were recognized in 2021, 2022, and 2023. The award is presented by the university president. Past recipients are from a variety of different positions across Boise State, including faculty, staff and academic leadership. For example, in 2022, Associate Dean Peter Risse was recognized for his work developing and implementing the Community Impact Program, which depended on close collaboration with three rural communities. Dr. Stephanie Hudon, Boise State Clinical Program Director, was recognized for her leadership in leading efforts to create a campus certified COVID testing lab, followed by a vaccination clinic, for both Boise State and the larger community.

Second, the provost's office awards the Foundation Excellence Awards in three categories: research/creative activity, teaching and service. Within the service category, faculty may be recognized for their community-engaged work at local, regional, national or international levels.

Third, the School of Public Service offers two awards: Commitment to Idaho and Commitment to Engaging Discourse. The recipients of the Commitment to Idaho have been varied: US Congressional Representative Mike Simpson; former Speaker of Idaho House of Representatives Bruce Newcomb; Interfaith Sanctuary Co-Director Jodi Peterson (2018); Karan Tucker Executive Director of a large NGO {Jannus}.

The recipients of the Commitment to Engaging Discourse include Betsy Russell (Idaho Legislative journalist); Dorothy "Dottie" Simpson founder City Club of Boise ; Melissa Davlin (Idaho Public TV: Idaho Reports program). The reason we mention these individuals is to highlight the diversity of our awardees.

Fourth, the Service-Learning Programs hold an annual reception that recognizes the work of faculty and their community partners. This event allows Boise State to deepen our connections with our community partners.

Fifth, Student Affairs presents a Commitment to Community Award for Broncos who have inspired action in one another to serve and bring about positive change in our community. This award is given at the large end-of-year award ceremony which involves campus leaders, parents, and community leaders. In 2022, this award went to undergraduate student Alexa Roitman for her work with Jesse Tree, a local nonprofit working to prevent evictions and homelessness. Roitman also serves as the president of the Boise Urban Community Club - a club for Urban Studies majors and minors. She connected her work with the Boise Urban Community Club to her volunteer work with Jesse Tree. In 2017, this award went to an organization: the Boise Association for the Advancement of Herders. Their project began as part of a service learning experience for a group of 12 senior nursing students. These individuals have identified an underserved population of Peruvian sheepherders who have been recruited to work here in Idaho, living a semi-nomadic lifestyle, one of prolonged isolation, and limited access to health care. This student organization addresses various health disparities such as diabetes and hypertension that are prevalent in this population.

6. 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

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

specified steps for achieving deep and pervasive community engagement at your institution.

Community engagement is an intentional and institutional effort and value at Boise State. One of the five goals of our strategic plan, Blueprint for Success, is Trailblaze Programs and Partnerships. "By partnering with industry, government, and community organizations, we enhance and foster path breaking interdisciplinary programs and activities that transcend traditional fields of study." This goal is measured by several performance indicators. Partnerships are characterized as collaborations for the mutually beneficial exchange of knowledge and resources with entities external to the university, using the definition of community engagement as provided by the Carnegie Foundation. We are in the process of expanding data collection on this metric to the other areas and divisions on campus. For example, we are working closely with University Advancement to utilize this definition of community engagement and collect relevant data on partnerships through University Advancement. Other ways we measure our performance on this goal include service-learning and Vertically Integrated Project (VIP) opportunities and engagement, Community Impact Program (CIP) participation, and the continuation of Carnegie Foundation Community Engagement Classification.

All colleges incorporate tactics and associated metrics to measure their community engagement related activities in their unit level strategic plans that align with the Blueprint for Success. These college and department strategic plans are important in that they further operationalize the university strategic plan. College and department tactics and performance metrics are reported on the Office of the Provost website. Each division, college and department are expected to update their tactics and their measures annually as part of our integrated and synchronized planning reporting and report their progress to date on each tactic. Examples of different tactics include:

College of Arts and Sciences:

Activate College of Arts and Sciences (COAS) Advisory Groups in schools to network industry partners, community partners, donors, and alumni with students, staff, and faculty.

Allocate seed funds for new programming ideas to serve rural communities through the COAS Improvement and Innovation Lab.

Engage with a broader and diverse web of K-12, community college, business, government, and community partners to educate about our work and motivate equitable and inclusive student recruitment, student professional experiences (internships), and student and faculty research opportunities.

College of Business and Economics:

Foster relationships between faculty and economic development organizations that engage the Idaho Business community such as the Idaho Small Business Development Center and TechHelp.

Provide forums for exchange of ideas between organizations and communities.

College of Education:

Develop mutually beneficial partnerships with districts and charters (professional development, graduate programs, Teacher Education programs, research, and service grants).

School of Public Service:

Continue to grow nonprofit and governmental collaborations and partnerships, such as the Idaho Science and Technology Policy Forum, ROTC training,

Continue to invest in, adapt, expand, and measure the impact of research surveys supporting public policymakers, such as those conducted by the Idaho Policy Institute and the Frank Church Institute.

Increase outreach to Idaho Tribal nations that create and/or expand relevant academic opportunities.

Increase direct engagement with rural local governments in sponsored research or other research support.

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

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

In Boise State's Office of Communications and Marketing, the five pillars of the Blueprint for Success guide all content strategy. This office has built a campus-wide strategic communications and marketing plan. Supporting the "Foster Thriving Community" goal of the university strategic plan has led to a number of intentional brand-level stories around Boise State's engagement with and service to our various communities.

The beavers are back!: A win for beavers could be a win for ranchers and biodiversity in rural Idaho: <https://www.boisestate.edu/news/2022/12/05/the-beavers-are-back-a-win-for-beavers-could-be-a-win-for-ranchers-and-biodiversity-in-rural-idaho/>

This story, about efforts to reintroduce beavers to western landscapes to mitigate drought, shows Boise State researchers partnering with other academic institutions, but more significantly, with community partners: ranchers, agencies, tribes, to solve the problem of water shortages in our region.

Paying her talents forward: Student launches company to help women support their families: <https://www.boisestate.edu/news/2022/12/06/paying-her-talents-forward-student-launches-company-to-help-women-support-their-families/>

This story is about a student who has experienced homelessness and created a company called Maggie to train women for sales jobs in tech. Maggie trains women for these jobs while offering mentorship, interview preparation and placement assistance. Participation is free thanks to partner companies that fund the program.

Mexican Music Project: Partnership with the Idaho Commission on the Arts documents music in Idaho communities: <https://www.boisestate.edu/news/2022/12/05/mexican-music-project-partnership-with-the-idaho-commission-on-the-arts-documents-music-in-idaho-communities/>

This story is about efforts to catalog Mexican American bands throughout Idaho. The head of folklore studies at the Idaho Commission on the Arts and two bilingual Boise State film students spent the summer of 2019 traveling the state. They filmed 20 bands and interviewed musicians at quinceañeras, in bars, backyards, churches and on front porches. Subjects ranged from single songwriters to a 22-piece youth mariachi band. Music styles included banda, Tejano, norteño and other regional blends. The project was a natural fit for the university, Alicia Garza (a professor of Spanish at Boise State and supporter of the project) said. "Boise State's support shows that the university is invested in the Latino community and its culture. And our students got first-hand experience in film and exposure to a diversity of Latino musical traditions."

Marco Ovando: an advocate for peers and community: <https://www.boisestate.edu/news/2022/12/05/magazine-marco-ovando-an-advocate-for-peers-and-community/>

This story is about Marco Ovando, an Indigenous student who has advocated for mental health in tribal communities, including testifying before the U.S. Congress. During the pandemic, he created his reservation's first public affairs office to help spread accurate medical information. He shared public health information through social media and streamed tribal council meetings live on Facebook, keeping people connected during lockdowns. "Marco displays a commitment to public service that people tend to not develop until later in life," said Isaac Castellano, an associate clinical professor in the School of Public Service. "He has that at his core, the desire to serve and the capacity to follow through with modesty and commitment – not for the attention and accolades."

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

SECTION 6: Infrastructure and Finance

1. As evidence for your earlier classification, you provided a description of the campus-wide coordinating infrastructure (center, office, network or coalition of centers, etc.) to support and advance community engagement and you reported how it is staffed, how it is funded, and its reporting line.

For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. 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:

Provide any relevant links that support the narrative.

Boise State adapted and expanded its infrastructure to support community engagement since 2015. We founded the College of Innovation and Design, five schools, created new programs in partnerships with local governments and rural communities, and launched two major research initiatives that encourage solution-oriented research. President Tromp created a new position within the president's office as an initial step to creating a centralized community engagement coordinating body.

In 2015, Boise State founded the School of Public Service, which "serves as a centralized resource for policy makers—to assist them in making informed decisions—and for faculty and students to actively connect and engage with the community and participate in policy decisions" <https://www.boisestate.edu/sps/mission/>. Within the School of Public Service, Boise State created the Idaho Policy Institute, which now employs a research team who work with public, private and nonprofit leaders to generate evidence-based practices to promote social and policy change. <https://www.boisestate.edu/sps-ipi/about/>.

Boise State launched the College of Innovation and Design in 2015. The college acts as an incubator for new ideas and programs. It employs several faculty (tenure and clinical) and staff who actively work with external partners to create and implement academic and co-curricular programs. <https://www.boisestate.edu/cid/>

The College of Arts and Sciences created two new schools to facilitate connection to the community. From their mission statements: The School of the Arts "...cultivates new models of interdisciplinary innovation, entrepreneurial initiative, and collaborative community engagement..." <https://www.boisestate.edu/schoolofthearts/> The School of the Environment "strives to solve important environmental issues facing communities in Idaho, our nation, and the world..." <https://www.boisestate.edu/environment/>

In 2020, the Division of Extended Studies created the Community Impact Program, which explicitly connects Boise State to government and civil society leaders in rural communities to identify their pressing policy and social needs as well as how to educate young adults for careers that would allow them to work and live in their home communities. The CIP program includes an external engagement coordinator. (<https://www.boisestate.edu/extendedstudies/>) and <https://www.boisestate.edu/ruraleducation/>.

In 2020, Boise State launched a set of "Grand Challenges," that connects scholars across the university and creates partnerships across sectors to add value to our scholarly work, while addressing the complexity of today's challenges. Two are explicitly tied to community engagement: "Resource Nexus for Sustainability" and

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

“Healthy Idaho.” These Grand Challenges represent efforts to work with community partners--NGOs, local governments, hospitals, etc.--to address pressing problems. <https://www.boisestate.edu/crca/grand-challenges-overview/grand-challenge-initiatives/>

In 2022, President Tromp created a new position, President’s Professor of Public Scholarship and Engagement, as an additional step to facilitate solution-oriented and public-engaged scholarship. Boise State is currently building new support structures that will allow us to maintain the vitality associated with our decentralized responsive model of community engagement but also permit us to establish policies and programs that will make it easier for our faculty and staff to be involved with community engagement work.

2. As evidence provided for your earlier classification, you described internal budgetary allocations dedicated to supporting institutional engagement with the community and whether these funds were permanent or temporary.

For re-classification, describe the most recent internal budgetary allocations dedicated to supporting institutional engagement with the community, and what has changed, if anything, with the budgetary allocations since the last classification. Describe whether the sources of these funds are permanent or temporary. Describe how budget shortfalls may have impacted funding for community engagement.

As question 6.1 demonstrates, Boise State made significant changes in how we engage with our external partners. Funding for community engagement comes from a variety of sources, including one-time funding, ongoing state appropriations, student fees, and external gifts.

Overall, the mission of the School of Public Service is to prepare students to work in public serving careers (e.g., civil servants), carry out policy relevant research, and inform public dialogue on difficult policy and social questions. SPS’s budget in FY2023 was \$8.4 million, which includes faculty, staff, and program support. Within this budget, SPS provides \$520,000 in funding each year to support the activities of the Idaho Policy Institute, \$125,00 to the Andrus Center, and \$105,000 to the Frank Church Institute.

In the College of Innovation and Design, the Human-Environmental Studies program has a strong focus on community-centric, solution-oriented research. Community engagement is a key criteria for annual evaluations and for promotion and tenure. We include their annual budget of \$575,000 as a key indicator of linking research, scholarship, and community engagement in new ways.

President Tromp created a new position, President’s Professor of Public Scholarship and Engagement, as an additional step to coordinating solution-oriented and public-engaged scholarship. This is Boise State’s first “President’s Professor.” A key component of this position is to build out the coordinating policies and programs to elevate our community engagement programming.

In the College of Business and Economics, a donor began providing funding during the Covid pandemic to provide additional support for our students to work with community partners. Donor funding of \$180,000 has been of vital importance to help our students working directly with community partners.

The Division of Extended Studies delivers several programs focused on community engagement. The Community Impact Program works directly with community partners and students in three rural communities. The total cost of funding for the program is \$360,000 per year, which includes instruction, staff, operating expenses and scholarships.

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

The Institute for Advancing American Values was founded in 2020. The IAAV, which was designed to foster dialogue, understanding and awareness among social groups that might not otherwise engage with each other. The annual budget is \$270,000. Funding for IAAV's signature program, Idaho Listens, comes from a donor.

In the College of Arts and Sciences, the School of the Arts has an annual budget of \$423,000. The School of the Arts brings K-12 students and the general public to our campus and sends our students and faculty to engage in creative activities with different partners (e.g., schools, theater companies, etc.). They also fund Stein Luminary, which has a budget of \$143,000 per year. The Luminary is an all-digital museum space with touch-activated glass walls that combine touch-activated screens and immersive projection.

The Service Learning program is our primary curricular program that links coursework to community partners. Its annual budget is \$384,000, which includes three professional staff and two graduate assistants, and several students hired to support community partners.

3. As evidence provided for your earlier classification, you described strategic fundraising efforts and/or external funding (grants) specifically undertaken to support community engagement. For re-classification, describe the most recent strategic fundraising efforts and/or external funding (grants) specifically undertaken to support community engagement and identify any specific endowments earmarked for community engagement.

Boise State fundraising continues to grow as we are set to kickoff a major comprehensive campaign in Fall 2023. Last year, we broke a record, raising over \$56 million. Gifts to Boise State support students, faculty, programs and the infrastructure of Boise State. Gifts also support community engagement programs not covered in our state appropriated funds from the Idaho Legislature.

The Serving-Learning Program received \$167,281 in AmeriCorps funding in 2018 for the Bronco Tutor program, which provided literacy support for Title 1 school students who were below grade reading level. This program employed 12-15 students in year-long paid positions. These students were embedded in school programming to improve 3rd -7th grade literacy skills. The program also launched a refugee-specific English Language Learners after-school program in the middle of the Covid pandemic.

A gift of \$50,000 from the Micron Foundation funds a partnership to produce CHIP Camps, aimed at generating interest in STEM education among grade school and junior high students. These are held on the Boise State campus, exposing students to a higher education experience. The Micron Foundation is also supporting, with an annual gift of \$35,000, the placement of student teachers in rural areas who cannot attract enough teachers.

Saint Alphonsus/Trinity Health and Boise State formed a unique partnership to allow their nurses to continue their education without leaving work in the midst of a nursing shortage. With a loan to the Boise State Foundation of \$3 million, the foundation receives the investment earnings to provide an average of 50 scholarships each year.

The Boise State Alumni Intercollegiate Knights, in partnership with the Office of the Dean of Students, raise money each year to provide students leaving the foster care program with Impact Scholarships. The scholarship endowment has raised over \$280,000.

In a time when our nation is politically polarized, Boise State developed a new approach. With a generous \$1 million gift from philanthropist Greg Carr, and working in partnership with Idaho Public Television, Boise State created Idaho Listens, a rare opportunity for audiences to listen — truly listen — to speakers from a cross-section

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

of backgrounds, occupations and experiences, who live different values and have different perspectives about the central issues of our state and our time. The project is statewide with future engagements in Eastern and Northern Idaho. In addition, Idaho Public Television recently broadcast a documentary about Idaho Listens.

Through multiple generous gifts to the College of Business and Economics, the college created Bronco Corps. This program provides paid student internships in nonprofit organizations and small businesses that cannot afford to pay interns but are in need of students developing skills and expertise.

Thanks to a generous gift of \$510,000 from the William Carey Hay Foundation, Bronco athletics created Bronco Life. This program focuses on the transition to college, personal development, planning for career, and community engagement. Bronco Athletes have averaged 4,500 hours of community service in their work with 55 organizations.

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. Description of how the business operations of the campus align with local economic and community development agendas through hiring, purchasing, and procurement.

Boise has rapidly become one of the least affordable housing markets in the country. For two of the previous four years, it was the least affordable market in the country.

Boise State has spent the last two years in close coordination with the City of Boise for a mutually beneficial development opportunity. The university and the city own land (approximately five acres) that is contiguous in a neighborhood adjacent to campus and jointly issued a Request for Information (RFI) to redevelop the properties. The goals of the RFI included a dynamic mix of affordable housing, retail, transportation improvements, and an emphasis on placemaking and sustainability. In early 2023, a development team was successfully identified; we hope that the project will be transformative not only for the neighborhood but also for the town-gown relationship.

In addition, the university has endeavored to operate and expand an Employee Housing Assistance Program (EHAP) that extends affordable and attainable housing to university faculty and staff. The program includes a mix of long-term units for employment stability, as well as short-term units to assist more with hiring and recruitment.

Housing affordability is a community-wide challenge and goal. By providing its EHAP program, Boise State is

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

relieving pressure placed on other agencies, such as the City of Boise, Idaho Housing and Finance Association, and the Boise City/Ada County Housing Authority. The university is currently underway on a public-private development that will more than double the inventory it is currently able to provide. Due to this, Boise State is at the forefront of what a major employer in Idaho is able to do with employee housing, and is already viewed as a local leader.

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.

In the State of Idaho, the Local Land Use Planning Act (LLUPA) specifies that state agencies must comply with local zoning regulations. This requirement is unique for state universities, but less so when a university lacks land-grant status – like Boise State. Due to LLUPA, the City of Boise maintains a university-specific designation in its zoning ordinance, referred to as the University (or “U”) Zone. All contiguous property on Boise State’s main campus holds this zoning classification.

The U Zone includes a variety of development controls impacting property the university acquires and/or develops. For example, the zoning designation includes neighborhood protections standards when a project is proximate to an adjacent residential area. These protections include entitlement procedures that necessitate community notification and engagement. Any development on the university’s perimeter is required to comply with these standards.

Boise State actively plans with the nearby community and the City of Boise. Our campus master plan is an element of the city’s broad comprehensive plan – Blueprint Boise. The campus master plan is adopted via resolution into Blueprint Boise and creates an aspect of continuity between campus planning and community planning.

Another example is a more specific process Boise State conducted with the Southeast Boise Neighborhood Association (SENA) and the City of Boise. For the residential neighborhood nearest to the main campus, often referred to as the Collegiate Neighborhood, Boise State sponsored a collaborative planning process to map areas of commonality and mutual agreement in a “Visioning Framework.” This Visioning Framework includes goals and objectives linked to property development and acquisition, and specifies direction for campus-adjacent properties that’s agreeable with the City and community. Boise State is an active participant not only with SENA, but several other neighborhood associations bordering campus. Please see this letter of support, which was written independently of the Carnegie reclassification process:

https://drive.google.com/file/d/13Vd7m_UFpvlvys3KZyHOqobfLk8nWcnN/view

Through the combination of these required and voluntary efforts, development and acquisition is a transparent and collaborative process at Boise State. An environment exists where conversations are far more proactive than reactive. This enables sound decision-making, less complicated project delivery, and higher levels of public trust and support when development activities do occur.

C. Description of the campus’s participation in a local Payment in Lieu of Taxes (PILT) program.

Boise State does not have an option to participate in a local Payment in Lieu of Taxes (PILT) program.

5. Describe the ways that your campus provides unencumbered financial resources to local

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

communities of color and/or other historically marginalized communities.

Boise State University works closely with a wide range of nonprofit organizations, community groups, and local governments, many of which are from, work with or represent economically disadvantaged and socially marginalized communities. As a public institution situated in a relatively poor and fiscally conservative state, Idaho's higher education institutions rank 48th (out of 50) in terms of spending per full-time equivalent student. Similarly, Idaho's K-12 system ranks 51st (out of 51) in per pupil spending. These data points are relevant to the question because a core assumption behind the question is that campus is "an island of wealth in a local ocean of poverty." Although this question may be appropriate for institutions such as Yale, Penn, or Tulane, it does not reflect our reality.

Rather, we are a public institution where resources are scarce, both internally, among local governments, and across civil society. We work with a broad number of community organizations and local governments that are also resource constrained. For example, we are strengthening our relationships with Tribal Nations in Idaho, but much of this work takes place within severe economic constraints. We work with the City of Boise to address issues related to the housing crisis, but we do this in a financially constrained environment.

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

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? What changes are apparent in this data since the last classification? What mechanisms for assessment of community partner perceptions does the campus still need to develop? Provide relevant web links.

Boise State uses a "responsive decentralized" system of community engagement that affords colleges, departments, and programs the flexibility to design evaluation processes of their engagement. Specific programs systematically track and assess community perceptions through processes that are designed for their specific communities. Although much of this assessment work takes place in a decentralized manner, we also find that campus programs with overlapping community partners share information. This localized responsiveness fosters sustainability and commitment. Two examples highlight these efforts.

First, the Service-Learning Program (SLP) formally surveys academic community partners every three years to 1) assess if our partnership strategies are aligning with the goals, strengths, and constraints of our community partners 2) assess community perceptions of our partnership and its impact, and 3) identify success factors. Questions focus on the duration of the partnership, capacity increase, faculty relationship, and student expectations. The last Partnership Survey we administered was in 2017. As a result of 2017 data, the SLP began to shift its partnership model from centralized coordination to facilitation of partner/faculty relationships, providing resources necessary to build those relationships. Due to COVID, the 2020 survey was postponed. In addition to using a formal survey, the SLP also systematically hosts annual focus groups, mid-semester check-ins, and individual meetings to gather feedback to improve partnerships and program strategy. Since the last classification, the SLP has collaborated with the Career Center, COED, Bronco Corps (COBE), and SPS to share feedback and insights on community partnerships to help community partners connect to appropriate campus resources.

Second, Boise State's Community Impact Program (CIP) systematically assesses the needs of Idaho's rural

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

communities. In spring 2020, CIP engaged in dialogue with three rural communities to learn about their educational and community needs. In response to those needs and in collaboration with local community and economic leaders, CIP developed and facilitated a hybrid format educational program that continues to grow in scope and impact. It held a second round of meetings to refine how Boise State would work with students and community partners.

The main thrust of community engagement assessment is at the decentralized program level but we are in the process of building an enterprise/system-level set of assessment tools. This system-wide process includes the licensing and use of a software package (e.g., Collaboratory, GivePulse) that (a) smooths the collaboration efforts between different units and (b) allows us to gather information about the diverse body of community partnerships that are already in place. The creation of this database will then allow us to more systematically assess our engagement with community partners.

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? What changes are apparent in this data since the last classification? What tracking or documentation mechanisms does the campus still need to develop? Provide relevant web links.

Boise State's "responsive decentralization" approach allows campus units and campus partners to design tracking systems that are manageable and functional for both the campus units and their community partners. Since the last cycle, these programs contributed their partnership and tracking expertise to promote campus wide systems that cut across major colleges and schools. As part of our accreditation, we cite the Carnegie Community Engagement classification as a key performance indicator.

The Service-Learning Program (SLP) uses the software platform GivePulse (2020-2022) to track and coordinate course-based community engagement activities. The SLP also uses Smartsheet to track faculty involvement in SLP each semester. These systems enable the SLP staff to coordinate support for faculty, students, and community partners. These systems interact with Peoplesoft, allowing the campus to accurately track all participating SL classes, and share this data systemwide and with the community. See: <https://www.boisestate.edu/servicelearning/>

The Division of Student Affairs and Enrollment Management (SAEM) Since 2015, the curricular SLP has collaborated with co-curricular SAEM programs to track student's community engagement and community partnerships using OrgSync (2010-2020) and Engage (2020 - current). This tracking allows students, staff, and faculty to search for community engagement experiences, and allows students to create co-curricular transcripts highlighting their community engagement. However, OrgSync's functions changed in 2020, causing SLP to shift to GivePulse. SLP and SAEM now share data through other networks. Both programs track student participation in volunteer activities through the National Society for Experiential Learning and Measures of Student Learning assessments; this data is used to identify and address demographic gaps, as well as strategically promote community engagement with target audiences. <https://www.boisestate.edu/saem/>

The Division of Academic Affairs uses Faculty 180 software and the annual faculty review process to track faculty community engagement. Since the last Carnegie cycle in 2014, campus leaders have added criteria in Faculty 180 and annual reviews to recognize community engagement during annual workload evaluations and promotion and tenure processes. Boise State is in the process of revising promotion and tenure guidelines and culture to incentivize faculty community-engaged research, teaching, service, and scholarship. For example, the School of Public Service created new promotion and tenure guidelines that specifically reward faculty for their

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

involvement in public scholarship. <https://www.boisestate.edu/ie-faculty180/>

The President's Office gathers data about community partnerships for an annual report to the State Board of Education and for strategic planning. The president draws data from the SLP and the Office of Sponsored Projects (OSP). OSP uses the Freevo platform to create reports listing community partnerships and other data. The data is used for institutional strategic planning and reporting, and to increase internal awareness across the university of areas of strength, growth, opportunity and/or underdevelopment.

In summary, Boise State units have developed tracking mechanisms appropriate for the specific needs of the unit, their campus stakeholders, and their community partnerships. A responsive decentralized approach has allowed us to customize and streamline, while at the same time, we continually look for ways to collaborate and systematize to better serve community needs.

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)?

Boise State was part of the 2006 inaugural class of Carnegie "Community Engaged" universities. Our 15+ year involvement with the "Community Engagement" classification has helped to promote values among its leaders that are responsive to the needs of faculty and staff as well as our external partners. Boise State has developed and implemented standards of high-quality community engagement at the President's level as well as the unit level, allowing campus programs to fine tune their responsiveness to the needs of their community partners.

At the presidential level, in 2017 Boise State's president convened an "anchor Institution" committee that discussed and agreed upon a list of principles to guide campus-community engagement, based on national best practices. On this committee, leaders of community-facing programs discussed and approved these standards as an initial step in preparing to engage with the community as an "anchor institution". The next step was to gather feedback on these principles with campus and community partners. The president's retirement put these steps on hold.

Boise State hired a new president in 2019 (Dr. Marlene Tromp), who became keenly involved with efforts to deepen our connections to and with community partners. The Blueprint for Success guides how Boise State faculty, staff and students creatively develop new programs to work with a wide range of community partners. In 2022, President Tromp created a new position, the President's Professor of Public Scholarship and Engagement to help lead efforts to improve our work in these areas. This will include, for example, professional development for faculty and staff to ensure that our engagement with external partners is based around the principles of reciprocity and mutual respect, active support of the co-design of research, where appropriate, and better coordination of our engagement with community partners.

Boise State's Blueprint for Success provides a set of goals around fostering a thriving community (Goal #4) and trailblazing programs and partnerships (Goal #5). As we move out of the covid pandemic, there is a strong emphasis within colleges, schools and non-academic units to align our spending priorities with these goals. In addition, in our mid-term accreditation report, we use the Carnegie Foundation's definition of community engagement as part of how we should be evaluated on whether we are meeting our goals.

At the decentralized level, we see several examples of how different units establish and sustain high quality programs.

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

The Service Learning Program (SLP) adopted principles and standards based on the Bonner Program University of North Carolina, Chapel Hill model and internal reflections with faculty and partners. The SLP publishes these principles on their webpage, discusses them with faculty and community partners during workshops and trainings, and assesses them in community partners surveys.

The School of Public Service was founded in 2016 as part of an effort to more systematically engage with external partners, including local governments and non-governmental organizations. The new School of Public Service expanded experiential learning, founded new undergraduate majors that were geared toward community engagement (Urban Studies, Global Studies) and created the Idaho Policy Institute.

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.

Several central entities deeply involved in planning and implementation of community engagement conducted self-studies. These include the President's Office, Provost's Office, the Division of Research and Economic Development, the Service-Learning Program, the Office of Institutional Research, and Extended Studies.

The Provost's Office conducted a seven-year self study in 2019, which included an intensive focus on our Core Theme Four: Community Connection. The results of this study were used for recognizing, reinforcing, and advancing community engagement in areas such as promoting Service-Learning, the new School of Public Service, and the Marilyn Shuler Human Rights Initiative.

In addition, the Blueprint for Success identifies goals, strategies, tactics and metrics that shape how faculty and staff develop and implement community partnerships. One key metric is based on the Carnegie Foundation's definition of community engagement, which allows our faculty and staff to measure their annual progress. We created an implementation committee that works closely with each unit to ensure that faculty and staff evaluate our success in reaching these goals.

In 2021, the Division of Research and Economic Development developed a replicable process for tracking community partnerships. As noted above, the community-focused work of the university is decentralized, and evaluation at the university-level for the community engagement application is only possible because of a substantial amount of work in integrating the array of projects and initiatives across the university. In 2022 and 2023, the Division of Research worked closely with 25 centers and institutes that work directly with external partners in order to better understand the barriers, challenges, and opportunities that these centers and institutes face as they engage with external partners.

The Service-Learning Program (SLP) conducted an intense self-study of our community engagement processes, principles, and goals, using a new lens that emphasizes asset-based community-engagement, community capacity building, and SLP essential practices. This provided insights into how to deepen learning, increase community capacity, and prevent harm. We began reframing community-engaged learning and redesigning our faculty development programs to align with new standards. We worked with community partners to be better at defining their needs as an essential first step in SLP planning.

The Office of Institutional Effectiveness conducts self-studies every five years drawing from NSSE, alumni, and graduate surveys. Their data identifies strengths, gaps, and opportunities for improvement. For example, in the 2015 survey, we found that 58% of seniors (who responded) were involved in community service or volunteer work, a slight increase from 2010. The NSSE data informs our student retention efforts as well as programming

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

in student affairs.

The Division of Extended Studies is conducting a deep assessment of communities served via direct community engagement activities and the nearly 100 fully online degree and certificate programs serving Idaho. This assessment will be completed in 2023 and will guide the division on enhancing efforts and impacts associated with division efforts. The division is also closely monitoring the long-term impacts of engagement associated with the annual Rapid Educational Prototyping for Equity in Education (REP4) program, <https://rep4.org/>. A full assessment of REP4 occurs in 2024.

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? What changes are apparent in this data since the last classification? What mechanisms for aggregating assessment data does the campus still need to develop? Provide relevant web links.

As noted above, the community-focused work of Boise State is decentralized, so an aggregate assessment at the institutional level is limited to integrating the array of assessment projects and initiatives across the university -- at the college levels as well in programs that span the campus. Our assessments focus on community impact, students participation, and use of community engagement principles.

First, several colleges systematically assess the economic, environmental and social sustainability of the college through sustainability reports. The Responsible Business Initiative of the College of Business and Economics involves students and their faculty mentors to evaluate the social, economic, and environmental impacts of student activities and college programs. The initiative expanded to Health Sciences and the School of Public Service. The sustainability reports (https://scholarworks.boisestate.edu/sustainability_reports/) are used to measure performance across an array of metrics and set measurable college-wide goals. Developing consistent and measurable criteria serves as a way of systematically measuring how the university as a whole leverages its scholarly expertise to serve the community.

Second, Boise State's Institute for Inclusive and Transformative Scholarship (IFITS) reviews campus-wide data of undergraduate student participation in experiential learning focused on community engagement (SL and internships), as well as undergraduate research and study abroad, to improve campus practices and equitable access. Since 2018, IFITS staff compile lists of student participants from campus program contacts, append enrollment and demographic data, then analyze the de-identified data through a lens of access and inclusivity/representation. The goal is to identify gaps in representation, challenges, and opportunities to better ensure that students from minoritized and under-served/represented backgrounds have access to a wide variety of experiential learning opportunities. This data is distributed to internal community engagement and undergraduate research partners. Recently, Boise State has been looking at how to get students involved in these programs earlier in their academic careers (e.g. recruit more freshmen and sophomores.) <https://www.boisestate.edu/ifits/>

Third, the Service-Learning Program assesses the effective use of community engagement principles and essential practices by gathering data related to student, faculty, and community partner experiences and outcomes in SLP courses. First, we use student course evaluations to track how service-learning enhanced student learning and interest in civic engagement. Second, we assess faculty participation to evaluate which factors might impact faculty success and retention with service-learning. Third, we survey community partners about their perceptions as co-educators, interactions with faculty and students, impact and added capacity, and connections with other campus programs. This data provides insights into the efficacy and gaps of campus

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

practices and policies. Based on data since the last cycle, the SLP is allocating more resources to incentivize faculty to invest time planning and collaborating with partners. <https://www.boisestate.edu/servicelearning/>

As the campus develops frameworks and systems that facilitate better collaboration, we will align our assessment mechanisms while still allowing units to respond to unique community needs and campus expertise.

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. How have the results of student learning outcomes changed since your last classification? Provide relevant links.

At the institutional level:

All students are required to take the sophomore-level course University Foundations (UF) 200 Foundations of Ethics and Diversity. The University Learning Outcomes (ULOs) for UF 200 are, unsurprisingly, “ethics” and “diversity.” To support those outcomes, UF 200 classes include an experiential learning element that allows students to apply their knowledge of ethics and diversity outside the classroom and to reflect on the relationships between ethical responsibility, diversity, and community. UF 200 therefore gives Boise State students an early opportunity to practice a cluster of foundational skills that support informed and responsible civic engagement later in the college career. A key finding: at the end of the course, students are usually on the cusp between “developing” and “good” across the set of Ethics and Diversity ULO criteria, which is developmentally appropriate in the sophomore level UF 200. A recent change is that previously the learning outcomes were overly broad and now the focus has been narrowed to focus on diversity and ethics.

All Service-Learning classes are required to integrate at least one civic learning outcome to help students understand community issues and how those issues connect to their learning. Civic learning relates to the knowledge, skills, values, and attitudes necessary to make a difference in one’s community. Some categories of civic learning include: issue analysis, cultural self-awareness, community involvement, inclusive communication, empathy, and ethical decision making. A recent change is the formalizing and sharing of these civic learning outcomes. We reviewed other university learning outcomes, developed Boise State’s own list, and then shared it with all new Service Learning faculty. In course evaluations, students consistently report that Service-Learning increased their awareness of community needs.

At the department and program level:

We have recently initiated integration of ULOs with Program Learning Outcomes (PLOs). As a result of this integration, departments report that 75% of their academic programs map to the ULOs of Ethics and Diversity, the two ULOs identified above as being foundational to community engagement activities. Therefore, even in programs that do not have explicit PLOs connected to community engagement, students in those programs are gaining the background that will make them more competent if they do engage with the community. And because much programmatic coursework occurs later in the career than the sophomore year, the addressing of ULOs at the programmatic level will serve to reinforce the attainment of those ULOs that was initiated in UF 200 (see above).

A number of academic programs have PLOs that are community-related. The following are examples:

BFA Art Education: Exemplify cultural competence and respect for diversity through appropriate fieldwork experiences and utilize multicultural contemporary and folk traditional artists and art works in curricula

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

development. BA Urban Studies: Participate to effectively contribute to your communities.

BS Imaging Sciences: Apply ethical practice as a professional technologist from a legal, compliance, and systems perspective within the healthcare realm.

MS Health Sciences: Apply negotiation and mediation skills to address organizational or community challenges.

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. How have the strategy and mechanism for assessment of curricular student learning outcomes changed since your last classification? Provide relevant links.

At the institutional level:

Assessment of UF200 student artifacts related to the Ethics and Diversity learning outcomes that support civic engagement are performed by volunteer faculty reviewers drawn from UF 100 and UF 200 instructors. The most recent assessment occurred in 2019, when faculty reviewers rated 160 UF 200 essays against the Ethics and Diversity ULOs. Those essays represent ~10% of the 1,645 students enrolled in UF 200 during Fall 2019.

Changes were made to the 2019 assessment process itself based on the initial 2016 process: (1) the assessment cycle has been shortened from four years to three years, (2) essay instructions were reviewed alongside student artifacts they rated to provide feedback on assignment design; (3) reviewers were given more focused qualitative commentary prompts; (3) a self-assessment survey about the content, focus, and teaching methods of their UF 200 classes was sent out to all UF 200 instructors.

The Service-Learning Program systematically assesses learning outcomes using standard community engagement focused course evaluation questions. Since 2017, three qualitative assessment methods have been added. First, staff facilitates and assesses standardized reflection sessions in many classes. Second, community engagement related reflection questions are embedded into the end-of-semester poster template; the posters are reviewed by staff using a rubric. Lastly, the staff instituted formal debriefing with faculty teaching new service learning classes to discuss success in achieving the learning outcomes, as well as other outcomes and impacts.

At the department and program level:

As noted above, Boise State has only recently initiated the integration of ULOs and PLOs. The process by which ULOs will be assessed by academic programs is under development; thus, in the future, the key ULOs of Diversity and Ethics will be assessed within departments as well as by UF200. Where Diversity and/or Ethics are already part of the PLOs, they are being assessed using the process described in the next paragraph.

The assessment of PLOs, including those focused on community engagement, are assessed using Boise State's robust methodology known as "Program Assessment Reporting." All degree programs at Boise State report a comprehensive assessment of their program learning outcomes on a triennial basis through the Program Assessment Reporting (PAR) process. The PAR consist of three key documents: a narrative focused on the program's assessment process, strengths/challenges, and efforts to engage in continuous improvement; a table that summarizes each program's program learning outcomes, measures, key findings/analysis, and actions taken/planned; and a curriculum map that indicates how each outcome is embedded throughout a degree program and the degree of emphasis or level of mastery for each required course. All PARs are evaluated by groups of trained faculty and formative feedback is provided to every program. The PAR process was initiated in 2016-17 and is currently in the first year of the third cycle. The PAR process models and encourages collegial, collaborative processes that build capacity for assessment through engaged faculty and professional

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

development, improve student learning and achievement of outcomes, and build a solid culture supportive of assessment.

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 since your last classification. Describe the process for making the changes. Provide relevant links.

At the institutional level:

An example from UF 200: Faculty reviewers identified one of the diversity criteria, “cultural self-awareness,” as the outcome least likely to be targeted by assignment instructions. In addition, faculty were asked to estimate teaching time devoted to experiential learning and each learning outcome. Although the average amounts of reported UF 200 teaching time spent on ethics (29%), diversity (28%) and experiential learning (24%) were similar, the variation among individual faculty was quite large: from 5% to 50%. Further faculty conversation resulted in a focus on improving the “cultural self-awareness” aspect of our diversity outcomes by better defining the characteristics that UF 200 experiential learning assignments should have. Most specifically, we asked instructors to design scaffolded assignments that ensure that students: (1) research or plan, (2) actively participate, (3) reflect on their personal experience, and (4) connect their experiences back to classroom content. This assignment design work not only helped ensure students practice a self-reflective engagement process common to the kind of civic engagement they may encounter later in their college career but also addressed previous challenges such as overburdening particular community organizations or instructors, since the emphasis is on students’ critical thinking about their experiences (before, during, and after) rather than on the nature of the experience itself.

Service-Learning: Assessments found that 1) instructors integrated reflection minimally and involved community partners inconsistently, 2) students frequently expressed “white-savior” perspectives rather than approaching communities with humility and respect, 3) many projects were not designed to work for all students (they were not designed for inclusion). To address these findings, the staff shifted faculty development strategies, service learning designation requirements, and reflection practices to emphasize more 1) intentional and deeper integration of service learning practices, 2) dispositional preparation for ethical engagement, 3) and focus on inclusive practices. Now all new classes need to clearly employ a reflective model as well as a transparent assignment with inclusive options. Starting in 2021, staff have been revising faculty onboarding and development strategies to improve faculty use of essential practices.

At the department/program level, two examples :

BS Imaging Sciences: PLO: Apply ethical practice as a professional technologist from a legal, compliance, and systems perspective within the healthcare realm. Changes made: Our Civic Engagement, Ethics and Global Diversity course was updated to include conversations related to the ethical considerations of the current health crisis and treatment options/availability. It is anticipated that students will express recognition of the relevance of these assignments and conversations when asked during their end-of-program interviews. We hope these have expanded thinking and appreciation for impact beyond their local regions.

BFA Art Education PLO: Exemplify cultural competence and respect for diversity through appropriate fieldwork experiences and utilize multicultural contemporary and folk traditional artists and art works in curricula development. Changes made: Given continued work toward diversity and inclusiveness on campus at large, changes to the ART 300 content should include practices for responding to racism or other hateful and marginalization of people on campus.

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

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. What has changed in the results of student achievement of co-curricular community engagement outcomes since your last classification? Provide relevant links.

Most co-curricular community engagement opportunities are coordinated by Boise State's Student Involvement and Leadership Center (SILC). Since our last cycle, SILC has assessed community engagement learning outcomes using the citizenship questions embedded in the Multi-Institutional Study of Leadership (MSL), which uses the Social Change Model of Leadership Development theoretical framework and is administered every three years. The assessment seeks to understand both the change in a student's self-awareness and ability to work with others over time as well as provide an overall comparison to a national benchmark. An example of citizenship focused questions:

Since starting college, please indicate your level of agreement with the following statements:

- I believe I have responsibilities to my community.
- I work with others to make my communities better places.
- I participate in activities that contribute to the common good.
- I value opportunities that allow me to contribute to my community.
- It's important to me that I play an active role in my communities.
- I believe my work has a greater purpose for the larger community.

Learning outcomes vary somewhat among Boise State's various co-curricular programs and are reflective of the type of experience being offered in the greater co-curricular development pathway. For example:

The Local Service Program's learning outcomes reflect the introductory and more social nature of the 2-4 hour program offerings: Students will feel a greater sense of community, will be introduced to local and regional community issues and challenges, and will engage in meaningful service to address an identified need.

The Alternative Break Program's learning outcomes infer a deeper level of understanding and engagement based on the capacity of the program's relative impact:

Students will be able to identify root causes to social issues.

Students will be able to demonstrate higher than current levels of understanding of the experiences of others in local, national,

and global communities.

Students will display humanitarian values, such as being committed to social justice, engaging in social responsibility, and

serving as positive social change agents.

One key finding from the MSL results is that overall, Boise State student's citizenship leadership capacity is somewhat lower than the national average and has declined over the past 8 years (3.82/3.94 in 2015, 3.87/3.91 in 2018, and 3.81/3.91 in 2021 on a 5-point scale). This could be because of limited opportunities and/or limited opportunities to make meaning of the experience. Senior year numbers are also overall slightly lower in development compared to the national average. SILC's goal is to close the gap in terms of leadership capacity between students who are highly involved and students who are not involved

Another key finding is that because there is not a common language and common framework across campus co-curricular programs, those programs may not place enough emphasis on community engagement. A next step, therefore, is to work towards a consensus on standard CE definitions, learning outcomes, and metrics.

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

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. How have the results of impact on the community changed since your last classification? Provide relevant links.

Boise State employs several key performance indicators that gauge success at attaining the community-engagement related goal of our strategic plan and/or to evaluate mission fulfillment in the realm of community engagement for the university's accreditation process.

Our successful application to receive in 2006 (and to retain in 2015) Carnegie's Community Engagement classification is a powerful metric because it creates an integrated evaluation of the entirety of Boise State's engagement with the community.

As a measure of our success in leveraging our scholarly expertise, we measure sponsored project funding for a public service purpose and from industry or local sources.

The Division of Research and Economic Development quantifies the university's partnerships and categorizes them by industry, government, non-profit, and higher education.

In addition, we can gather information on community impact using the performance indicators of the strategic plans of colleges and departments: each articulates with Goal 5 with their own specific goals and KPIs.

Another broad measure of the community impact of Boise State comes from studies of the economic impact of the University. Although economic impact is a result of many factors outside the realm of community partnerships, stronger community partnerships result in greater economic impact. The 2018 study found an economic impact of Boise State on the state of Idaho of more than half a billion dollars. The future value to Idaho's workforce of one year's worth of graduates was estimated at more than \$1.5 billion over a 40-year span. The Idaho State Board of Education commissioned a similar study, which found that the "people in Idaho invested \$1.7 billion in Idaho public universities in FY 2019-20... In return, the state of Idaho will receive an estimated present value of \$8.1 billion." <https://boardofed.idaho.gov/resources/the-economic-value-of-idaho-public-universities-2/>

The Service-Learning Program (SLP) systematically assesses community impact using: (i) an annual focus group with community partners, (ii) semesterly or annual individual check-ins with community partners, (iii) a triennial survey of community partners, and (iv) an assessment of financial impact on the community impact using Independent Sector's estimate of hourly value for volunteer work. Key findings are as follows:

Partners regularly hire service-learning students

Certain organizational programs would not exist without service-learning student involvement

The SLP's Community Partner survey in 2017 on overall program-wide engagement showed that we are retaining 90% of our partnerships and for 97% of our community partners SL is increasing their capacity to provide services.

In AY2019-2020 the value of volunteer work by students in Service Learning courses was estimated as \$1,457,000).

In addition to university-wide metrics, many of our community-focused programs evaluate their impact. One example is the Community Impact Program, which found that of the 44 students to start in the Fall 2020 and Fall 2021, 34 have been retained, completed a certificate, and/or graduated with a bachelor's degree. Specifically, 14 received bachelor's degrees and 15 will graduate soon. For the Fall 2022 cohort, 32 of 34 are actively continuing the program. <https://www.boisestate.edu/ruraleducation/>

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

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. How have the results of impact on faculty changed since your last classification? Provide relevant links.

The impact of community engagement on Boise State faculty is assessed in several ways. In some cases the exact nature of the impact is apparent, as with increased grant funds from local sources enhancing the careers of faculty members. In other cases, the nature of the impact is less apparent, and relies on the very reasonable assumption that engaging in a partnership necessarily has an impact on the faculty partner.

First, the university uses Faculty180 as a tool for gathering and cataloging faculty activity. That information is then used in the preparation of annual activity reports, curricula vitae, and promotion/tenure files. It also affords us the ability to analyze the participation of faculty in various types of community engagement activities. For example, in our 2019 Accreditation Self Study, one of our key performance indicators was a quantification of the participation of faculty members in community activities; we noted an increase over time.

Second, in Fall 2022, we held three town hall meetings that provided important information that helps us understand the impact of community engagement on faculty. Results of a survey of 87 faculty participants give indication of the purposes and types of connections for the activities of which they are most proud. Among our respondents (multiple responses were possible), 67% indicated that their community engagement projects “contribute to the public good,” 54% indicated that they were helping to “prepare educated and engaged citizens,” and 51% said that they were addressing “critical societal issues.” Roughly half (49%) indicated that they worked with a non-profit organization, 16% with a government agency, and 8% with an education institution. These town halls and surveys were used to help our own self-analysis as part of our Carnegie Reclassification process.

Third, in our 2019 Accreditation Self Study, we quantified sponsored project awards received by faculty in two ways: (i) Amount of funding with a public service purpose and (ii) amount of funding from local and industry sources. In both cases, the amount of funding received increased over time.

Fourth, Boise State faculty members play key roles in helping the arts flourish in the community. The venues in which they participate include Boise Contemporary Theater, Idaho Dance Theatre, Ballet Idaho, Opera Idaho, LED Professional Dance Company, Boise Art Museum, Boise Baroque Chamber Orchestra. Their roles include musical performance, acting, directing, lighting design, costume design, set design, voice and dialect coaching, and choreography.

Fifth, we continue to grow the number of programs that involve faculty and are focused on community engagement. These include research programs (e.g., Vertically Integrated Projects, Grand Challenges, Human-Environment Systems, Hazard and Climate Resilience Institute), faculty interest groups, and workshops devoted to specific courses (UF200 and Service Learning courses).

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. How have the results of impact on the campus changed since your last classification? Provide relevant links.

The growing focus on community engagement across the campus manifests in a number of ways.

First, several new administrative units have been created with a focus on community engagement. Most impactful is the creation of School for Public Service, which was created in 2015 by combining four existing

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

academic departments and several research centers to form an academic entity with a focus on public service and ensure its alignment with academic programs. The School's purpose is to educate students to become innovative, principled, and effective public leaders; to promote meaningful community engagement and civil discourse; and to serve as an unbiased resource for citizens and decision-makers in Idaho.

Other new, community-related programs include the Human-Environment Systems program, the School of the Arts, the School of the Environment, the Global Humanities and Cultural Studies program, and the Blue Sky Institute.

Second, a number of new programs and curricular changes have been implemented or modified:

The Service Learning Program continues to be strengthened.

University Foundations 200, a course taken by nearly every undergraduate student, has a sharper focus.

The Work-U program places students into mentored relationships within community organizations.

The Vertically Integrated Projects program often deals with complex community-focused problems.

Third, a number of new academic programs have been created including:

Minors in Labor Studies, Sustainability, Nonprofit Management, Refugee Studies, Social and Cultural Advocacy, Addiction Studies, Ethnic Studies, and Urban Studies and Community Development,

Undergraduate certificates in Basque Cultural Studies, Community and Career Readiness, Community Impact, Human Rights, Latinx Community Engagement, and Public Relations,

Graduate certificate in Refugee Services

A PhD in Public Policy and Administration

BA in Humanities and Cultural Studies

Fourth, the last two strategic plans have each had a strategic goal focused on community engagement along with relevant key performance indicators. And as part of the most recent strategic planning process, all colleges and departments have created their own strategic plans that articulate with the University's plan, including its fifth goal, which is focused on community engagement. Furthermore, our 2019 Accreditation report identifies "Community Connection" as one of four core themes that define the University's Mission.

Fifth, key policy changes have been made, in particular to the Promotion and Tenure policy, which now recognizes the Boyer model of scholarship and its inclusion of "Scholarship of Engagement."

Finally, we have seen the emergence of several campus-wide collaborative partnerships that involve multiple parties on campus and multiple groups in the community. A prime example is our BSU Refugee Collaboration Team, which leverages campus resources and education avenues to assist refugees in rebuilding successful lives in Idaho. Since our last cycle we created the Refugee Studies minor, opened new admission pathways and scholarships for students who arrived as refugees, supported a multilingual student alliance, co-developed a community based tutoring program with AmeriCorps Grant funds with the Boise School district, provided free tax filing services through the VITA program (see section 4) and co-sponsored a statewide refugee conference. See: <https://www.boisestate.edu/servicelearning/faculty/going-international/partner-with-refugee-orgs/refugee-collaboration-team/>

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

For that data above that is being used to evaluate progress toward strategic goals, the data is disseminated via

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

our strategic plan website, our accreditation website, and in reports to the Idaho State Board of Education. However, we have found that the best way to disseminate data in an effective way, given our “responsive decentralized model” of community engagement, is to tell the stories of the impact of various partnerships through news releases, on websites (e.g., the President’s), and articles publications such as Focus magazine.

The following are examples of news releases and articles that have recently appeared:

Nursing: Unlike many nursing classes that focus on acute care, Boise State’s Community and Population Health Nursing course introduces students to a whole other side of nursing. Students discover vital roles nurses can play in the community. They also take on projects in the community using a Service-Learning approach in partnership with Boise State’s Service-Learning program. “The main objective is learning how to work collaboratively with other community partners and develop interventions that will affect positive change,” Jeannine Suter said. Suter is a clinical assistant professor in the School of Nursing and coordinator for the Community and Population Health Nursing course lab. Students assess a specific population, identify its strengths and weaknesses and then work in conjunction with the community to come up with a sustainable form of intervention – a reasonable solution that will endure even after students finish the class. Then, they implement it. <https://www.boisestate.edu/news/2022/11/22/nursing-students-serve-treasure-valley-through-community-projects/>

Service-Learning project connects nursing students to neurodiverse youth

Service learning project pairs nursing students with aqua therapy for neuro divergent youth at local YMCAs. “AquAbility at the YMCA is a THRIVE program that provides a safe, positive and happy experience for children and young adults who are neurodiverse. A driving force behind this program is research indicating autistic people are at greater risk of premature death due to drowning compared with the general population. “The best part has been making an impact in the daily lives of each patient and seeing them light up as they get into the water for 30 mins of therapy and play,” student Dallin DuFort said. <https://www.boisestate.edu/news/2022/10/27/service-learning-project-connects-nursing-students-to-neurodiverse-youth/>

Boise State’s Restoration Planning and Disturbance Ecology class taught by Megan Cattau, assistant professor in Human-Environment Systems in the College of Innovation and Design, worked on native species restoration of trails in the Military Reserve, a 734-acre park close to the Boise foothills and available to public users for biking and hiking. Martha Brabec, foothills restoration specialist for the City of Boise and a Boise State alum who graduated with a master’s degree in biology in 2014, worked with the class to create a plan for planting 500 sagebrush and bitterbrush seedlings at 125 sites. Sagebrush provides shelter for many small animals such as rodents and bitterbrush is a vital food resource for deer in the winter. <https://www.boisestate.edu/news/2021/12/15/boise-state-students-restore-local-trails-through-service-learning-program/>

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.

Boise State continues to increase its use of analyses that disaggregate data as a way of understanding the dynamics of underserved groups. This is for two reasons: First, our Strategic Enrollment and Retention Plan

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

focuses on four underserved groups: Hispanic/Latinx, First Generation, Pell-eligible, and Rural. Therefore, disaggregated data is necessary for planning and evaluation purposes. Second, accreditation standards from the Northwest Commission on Colleges and Universities (NWCCU) require that we disaggregate data.

An example of the use of disaggregated data can be found in our “Fate” dashboards, which provide a department with information on what proportion of students are retained, graduate, or leave the university without graduating. We have recently provided information on equity gaps for underserved students, allowing a department chair, for example, to see whether the success rate of Hispanic students differs from that of non-Hispanic students in their department’s majors.

We have been administering the National Survey of Student Engagement (NSSE) on a regular cycle since 2000. We make use of the NSSE High Impact Practices report, which shows participation rates based on several demographics: Gender, Race/Ethnicity, and First Generation status. We use the 2018 NSSE results to focus on non-Pandemic numbers.

Several results are notable:

Females are more likely to participate in community-engaged HIPs than males, which is concerning given that males at Boise State tend to have lower retention and graduation rates.

Hispanic students are essentially equal to White students, indicating no discrepancy in participation based on the primary race/ethnicity groupings.

First generation and Continuing generation students are essentially equal in participation rates.

Students living on campus have substantially higher rates of participation than students living off campus.

Surveys such as the NSSE do not enjoy 100% response rates; therefore, it is prudent to also look at demographics based on student registration in service-learning courses. Data from 2019-20 is used to avoid impacts of the Pandemic. An analysis of 2019-20 data on the % in each group that participated in a Service-Learning course during that year yields the following:

There is a small difference between Hispanics (14% participation) and White (16%).

There is a larger difference between Males (12%) and Females (19%).

Additionally, as described in Section 7.5, Boise State’s Institute for Inclusive and Transformative Scholarship reviews campus-wide data of undergraduate student participation in experiential learning focused on community engagement to improve campus practices and equitable access. The goal has been to identify gaps in representation, challenges, and opportunities to better ensure that students from under-served backgrounds have access to a wide variety of experiential learning opportunities. This data is distributed to internal community engagement and research partners.

Finally, the newly started Howard Hughes Medical Institute (HHMI) Inclusive Excellence Initiative engages STEM departments in using data to be more reflective of inclusive teaching.

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

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

community engaged courses and the effect of community engagement.

Boise State gathers and reports to the federal government (through IPEDS) the gender and race/ethnicity of faculty and students. Analysis of data from the 2019-20 academic year enables us to make two key comparisons:

How does the gender and ethnic makeup of the faculty compare to that of the student body?

There is a modest difference in gender percentages, with the student body having a higher percentage female (56.4%) than the faculty (49.4%).

There is a substantial difference in ethnic ratios. Of particular importance is that whereas the student body is 13.7% Hispanic, the faculty is only 3.4% Hispanic.

How does the gender and ethnic makeup of Service-Learning Instructors compare to that of the faculty in general?

There is a much higher percentage of females in Service-Learning Instructors (72.9%) than in the faculty in general (49.4%).

There is a somewhat higher percentage of Hispanic among Service Learning Instructors (5.9%) than in the faculty in general (3.4%) although the numbers are low in both cases.

In addition, the Institute for Inclusive and Transformative Scholarship uses data to support faculty in their teaching by providing demographic breakdowns of who their students are, how they are doing in their courses, and how they are doing in the follow-on classes. We provide details about who is entering or leaving certain majors. We support faculty in their research proposals and funded projects by providing data about demographic trends in degree plans as well as different success metrics. The Institute also helped to fund qualitative data collection of students from minority backgrounds in STEM majors to learn the facilitators and obstacles to their sense of belonging and thriving.

SECTION 9: Faculty and Staff

1. As evidence provided for your earlier classification, you described the ways the institution offers professional development support for faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty), staff, and/or community partners who seek to develop or deepen community engaged approaches and methods. For re-classification, describe what currently is in place and what has changed, if anything, with professional development for community engagement. How have the content, program, approaches, or audience for professional development changed since the last classification? What have been the results?

At Boise State, professional development is offered at several levels, primarily from the Center for Teaching and Learning (CTL), the Service-Learning Program (SLP), and the Institute for Inclusive and Transformational Scholarship. Since our last classification, the CTL has greatly expanded its offerings to faculty, staff and community partners (co-educators). Through the CTL's BUILD Certificate, faculty and staff learn about creating learning environments that welcome critical analysis and deeper understandings of the students and communities' diverse backgrounds, which helps them work with students and community partners (see <https://www.boisestate.edu/build/build-certificate-program/>).

The CTL prioritizes cultivating an academic culture that incentivizes, supports, recognizes and rewards scholarly teaching that focuses on community-engaged learning and experiential learning. The CTL associate director works directly with faculty and academic leaders to put the Boyer and UniSCOPE models into practice.

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

The SLP provides professional development for all educators (faculty, staff, community partners and student leaders) who use service-learning and other forms of community-engaged learning. The SLP offers a range of educational development events and resources, including faculty learning communities, communities of practices, book circles, workshops, mentoring, online toolkits and tutorials, and individual consultation. From 2021 to 2022, the SLP offered 12 education development events, published seven blog posts and provided 156 faculty consultations (see <https://www.boisestate.edu/servicelearning/faculty/workshops-events/>).

Since our last cycle, the SLP has expanded content, approaches and audiences:

Gathered feedback from faculty and departments to customize support to foster “Engaged Departments.”

Modified faculty development strategies, including blogs, reading circles, sparkshops, workshop series and a SL track in the CTL’s course design institute.

Developed new toolkits and resources to address emerging needs:

New challenges faced by faculty (we created new tools to support flexible and accessible SL for COVID-related hybrid environments, student-initiated SL, inclusive SL, SL in seven-week classes, and manageable SL to avoid burnout).

Increased faculty interest in the scholarship of engagement (a faculty learning community focused on publishing about SL).

Faculty with varying levels of SL experience (modules for fast-track as well as deep-dive SL course design).

Faculty wanting to highlight their SL in tenure and promotion review.

Adjunct/temporary faculty who are taking over SL classes.

For community partners, the SLP has expanded professional development opportunities on campus and hosted community experts to facilitate workshops:

Hired community partners to offer workshops on project management and mission alignment to programming.

Facilitated book circle for partners and faculty together (Book: “Rewriting Partnerships: Community Perspectives on Community-Based Learning”).

Invited and funded partners to attend university summits on advancing diversity in the workplace and refugee resettlement.

Boise State’s Institute for Inclusive and Transformational Scholarship offers professional development through the ASSERT program (Aligning Stakeholders and Structures to Enable Research Transformation). In each of the past six years, eight to 10 faculty members were invited to be part of a learning community in which they explore issues related to research, teaching, public scholarship, community engagement, innovation and professional development. ASSERT gives tools to faculty members to allow them to develop a career path of their own making (<https://www.boisestate.edu/ifits/faculty/assert/>).

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 (maximum word count 1000):

- 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

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

- 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

In this section, we describe four examples out of the numerous opportunities for faculty and staff to develop their work in community engagement. These examples come from the following practices:

Professional development programs; facilitation of partnerships; Remote/online community engagement
Training to understand diversity, inclusion and equity related to community engagement; Program grants

Professional development programs:

The Center for Teaching and Learning (CTL) and one of its core programs, the Service-Learning Program (SLP), offer multiple opportunities for faculty and staff to improve their skills and knowledge related to community engagement. Both the CTL and SLP offer in-person and online modules that foster effective community engagement. In the previous question, we described the SLP's professional development programs. This example focuses on how SLP allocates staff to facilitate partnerships and the staffing of the SLP.

The SLP allocates a full-time position to facilitate SL partnerships through guided introductions, consultations and project design with faculty and community partners, and curated project ideas. This position has been essential to the growth of the SL since the last designation. Recently this role expanded to focus on building collaborations with other programs and departments that facilitate community engagement.

Additionally, the SLP hires, trains and co-supervises SL Student Leaders (SL2s) to facilitate service-learning on-site with community partners to increase their capacity. Similar to teaching assistants stationed in the community, SL2s are embedded within organizations to support SL students, engage as peers and foster inclusive spaces for all students. SL2s free up organization staff and faculty to focus on facilitating specific community/course connections to enhance the experience of students and the community. In addition, the Center for Teaching and Learning, through its BUILD Program, collaborated with the SLP to offer DEI-related workshops specifically for SL community partners and SL student leaders.

Remote/online community engagement:

The CTL and SLP collaborate with eCampus Center (Boise State's center that supports online learning) to support faculty who teach remote and online service-learning courses. This includes workshops that help faculty develop and activate community-engaged learning, as well as a Canvas-based faculty development course on "Authentic Assessments" that includes community-engaged projects. The SLP provides tips and tools for all service formats, including a resource called flexible and accessible SL for remote and hybrid environments.

In turn, the eCampus Center partners with Boise State faculty, departments and leadership to expand courses and degrees beyond traditional borders to meet the academic needs of students anytime, anywhere. Online options allow students to complete their education from wherever they reside and apply their learning to benefit their local communities. Many online programs incorporate fieldwork and other experiential learning activities, enabling students to actively engage with their communities. eCampus staff work with academic departments and faculty to design and develop high-quality online programs and courses, and provide faculty development opportunities related to evidence-based practices for effective online teaching and learning.

Training to understand diversity, inclusion, and equity related to community engagement:

Boise State's University Foundations (UF) provides faculty development to equip UF200 (Foundations of Ethics

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

and Diversity) instructors (30-plus) to teach about diversity and ethics as well as how to facilitate experiential learning applications of these concepts. University Foundations 200 is a core course that all Boise State undergraduate students must complete.

Similarly, the Blue Sky Institute provides high-quality, stakeholder-driven workforce development, education and networking opportunities around issues of diversity, equity and inclusion (DEI) – all aimed at engaging leaders and community members across the business, civic, education and government sectors. Our underlying goal is that Idaho's employers will be equipped to welcome – and retain – the next generation of diverse leaders who graduate from Boise State. Our three most impactful ways we engage with the community include:

Blue Sky's well-attended annual DEI Summit brings together stakeholders from across Idaho, the nation and even globally. It is the largest convening of its kind in the region, bringing together nearly 800 stakeholders, from 80-plus unique organizations, and is gaining national recognition for our process.

Through our Community of Practice, we serve as the neutral convenor of all Idaho DEI Practitioners, gathering this growing group of professionals to share and gain insight into other organizations' DEI approaches and best practices, creating a shared and safe space for learning and problem-solving in the context of Idaho, and support in expanding their professional network. All to create an accessible, safer community of learning that advances DEI workplace practices in Idaho.

Additionally, through our Community of Practice, we partner with DEI practitioners, leveraging their subject matter expertise and organizational experience to develop cohort-style learning opportunities and professional development training for organizations that do not yet have the resources to commit to hiring a full-time DEI professional to advance their DEI strategy. To date, we have developed a five-part learning journey that supports an organization in performing a DEI organizational assessment, providing them evidence to make data-driven decisions on where to focus their efforts and resources in advancing their DEI goals. As community and organization needs around DEI shift, Blue Sky will continue to adapt and leverage the authentic relationships it has built within the business community to support, advance, and move the needle on issues of DEI in Idaho.

Program grants:

As a pathway to future strategic goals and initiatives, Boise State has identified a handful of “Grand Challenges.” One such challenge, The Resource Nexus for Sustainability (RNS), serves as our example for program grants that relate to community engagement. The purpose of the RNS is to build more resilient and sustainable urban and rural systems by developing a community of scholars and practitioners (a resource nexus) who will catalyze solution-oriented research that addresses societally-relevant challenges. To support the mission of the RNS, \$200,000 in funding and resources is being provided by the university to help interdisciplinary project teams be competitive for larger, externally funded research. Each team will have co-PIs, one from the university and one who is external to the university; this model is new to Boise State and represents our efforts to promote the co-design of public scholarship activities.

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.

College deans and department chairs orient their work around the university's strategic plan, “Blueprint for Success,” which strongly supports creating and maintaining strong relationships with our community partners. Most of our community engagement is based on a “responsive decentralized” model, which means colleges and

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

departments have considerable flexibility and autonomy to hire faculty and staff in pursuit of their units' goals. Many of our colleges, departments and administrative units promote community engagement; these areas intentionally attract faculty with community engagement experience and expertise, as will be illustrated in the examples below.

School of Public Service (college-level). Following the 2016 founding of the School of Public Service (SPS), two employment-related decisions were made that directly affected community engagement. First, SPS utilized a cluster hire in the areas of environmental, global and urban studies to attract tenure-track faculty hires who were interested in public scholarship. The hiring committees sought to attract faculty who were interested in traditional peer-reviewed scholarship as well as community-oriented scholarship. Second, SPS created four "clinical faculty" positions that would allow these faculty members to work with undergraduate and graduate programs to increase connections between SPS and community partners.

College of Business and Economics (college-level). The College of Business and Economics established the Robert V. Hansberger Endowed Chair, which has a focus on business ethics and corporate responsibility. This focus helps draw attention to the crucial link between community engagement and social corporate responsibility, reinforcing community engagement work already done in the college (Bronco Corps internship program, a community tax assistance program, etc.) as well as extending out in new directions.

Human-Environmental Systems (department-level). The Human-Environmental Systems program has five tenure-track faculty members, all of whom are expected to engage in solution-oriented research in conjunction with different community partners. Faculty annual evaluations as well as promotion and tenure evaluations include metrics for them to be evaluated based on their direct and meaningful engagement with community partners.

Professor of Public Scholarship and Engagement (administrative-level). In 2022, President Tromp created a new position, president's professor of public scholarship and engagement, in order to help Boise State leadership, faculty and staff better align our research and community engagement efforts. This position places an advocate for community engagement and public scholarship within the president's office, which then permits community-oriented engagement issues to be discussed in key decision-making venues.

Service-Learning Program (administrative-level). The Service-Learning Program (SLP) employs one director and two educational development consultants, all of whom are dedicated to working with faculty, staff, students and community partners. Many department-level search committees invite their candidates to meet with the SLP director as part of their campus visit, which signals to potential faculty that our campus community values and supports active community collaboration.

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 department level.

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,

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

please describe those as well.

At Boise State, promotion and tenure policies are situated at three levels. There are overarching university policies that apply to all tenure track and tenured faculty. Next, colleges and schools then have their own promotion and tenure policies. Finally, each department has its own promotion and tenure policy.

At the broadest level, Boise State's promotion and tenure policies incorporate key elements of the Boyer model of scholarship, which grants individual faculty and departments the flexibility to permit them to choose different career pathways. The Boyer model of scholarship, as incorporated into Boise State's policies, is based on four types of scholarship: (1) discovering knowledge, (2) integrating knowledge, (3) applying knowledge, and (4) scholarship of teaching. At Boise State, colleges and departments may interpret (2) integrating knowledge and (3) applying knowledge as including research activities that are done in conjunction with community partners. Four examples illustrate how different units have taken advantage of this broad mandate.

The School of Public Service, founded in 2016, created new promotion and tenure policies that reward faculty if they choose to engage in community-oriented work. Importantly, faculty are not required to do community engagement, but it is encouraged and rewarded if faculty choose to follow this route. There is a mention of the Boyer model as well as an explicit mention of three types of research (peer-reviewed, public service and professional scholarship). This expanded definition applies to tenure track faculty, research faculty (non-tenure track) and clinical faculty.

The Department of Human-Environmental Systems was established in 2015 with the explicit intention of establishing a different promotion and tenure system. A focus on working directly within community partners and focusing on solution-oriented scholarship are included in their promotion and tenure policies. Faculty are required to develop working partnerships with multiple community partners.

The Micron School of Material Sciences and Engineering, located in the College of Engineering, was founded in 2015, and its first promotion and tenure policies were put in place in 2018 and updated in 2022. For the category Scholarly Work, they provided an additional description of the Boyer model. For application of knowledge, they allow faculty to work on problems that address the "gap between values in the academy and the needs of the larger world, applying knowledge to consequential problems." This approach doesn't require that faculty members work with community partners to solve consequential problems, but it allows faculty members to be rewarded if they choose to do this work.

The College of Arts and Sciences' promotion policies, to professor from associate professor, allow the individual faculty member to choose one area (teaching, research or service) in which they will be exemplary as part of their promotion application. Pertinent to this reclassification report, faculty could choose their community engagement work as part of the center of of what they would be evaluated on.

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):

The following three examples illuminate how a college, a school and a department encourage, incentivize and

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

reward community-engaged teaching and learning.

The College of Arts and Sciences (COAS): "Teaching and learning in COAS take on a plurality of forms. Faculty work with students in person and online, from large sections to one-on-one, from first-year students to doctoral candidates. They engage in educational activities in classrooms, laboratories, studios, libraries, performance spaces, technical shops, the community and the field. This diversity of educational venues reflects the plurality of goods embodied in and promoted by the college".

The School of Public Service has explicit criteria to evaluate faculty's engagement in teaching and learning. This includes "demonstrated student engagement and participation in experiential learning program design, course delivery and/or curriculum development."

The Human-Environmental Systems program (HES): "Strong integration of research, learning and societal engagement informs HES candidate's teaching activities."

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

As mentioned previously, Boise State recognizes the Boyer model of scholarship. This allows for not only "discovery of knowledge" products to be counted toward tenure and promotion, but also the "application" and "integration" of knowledge in ways that benefit community partners. To build on the university policy, below are three examples of how individual units encourage community engagement as a form of scholarship.

The School of Public Service: The guidelines for tenure and promotion policy begins its section on scholarly, creative and research activity by stating "The School of Public Service includes a community of scholars who use varied modes of inquiry, communication, dissemination and outreach. Successful candidates for tenure and promotion to associate professor must demonstrate substantive achievements under our expanded definition of scholarship." One of the three categories of scholarship it identifies is public service scholarship, which "is defined as work that has an intended audience outside of academia. The principal audience of this work includes civil servants, elected officials, citizens, NGOs and other publicly engaged officials. Such scholarship may include work with community organizations or governmental agencies to address community problems or deficiencies."

The Human-Environmental Systems program: This program describes the importance of solution-oriented scholarship which benefits external systems and community partners. Its promotion and tenure policy states: "Knowledge generation and dissemination that has impacts outside the scientific community is similarly highly valued and is consistent with our core value of engaging in solution-oriented research that is responsive to societal needs. Valued broader societal impacts include creating knowledge that guides management activities, enhances decision-making processes, or brings value to the human-environment systems in which the research is conducted. Because the translation of knowledge into action often requires developing strong partnerships within communities, relationship-building activities are valued. Evidence of solution-oriented research activities may include reports, datasets, computer code, workshops, media coverage, meetings and presentations or other ways that time is spent to promote impact. Impact can be expressed in diverse ways that may include, but are not limited to, changes in policy or procedures, evidence of improved functionality of the studied human-environment system, evidence of the use or application of knowledge generated, and expressions of benefit or value by stakeholders and community partners."

The Micron School of Materials Science and Engineering (MSMSE): The MSMSE values scholarly work that crosses categories in Boyer's model, from the academic to the broader society. Their promotion and tenure policy states that when it comes to scholarship "the impact of the candidate's work is the key metric. The successful candidate will describe the realized and anticipated impacts, both academic and societal, of their

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

research activities.”

The School of Nursing includes translational research as a key component of what faculty can include in their research-related tenure application materials. They define this as “translational science or research involves moving knowledge gained from the basic sciences to its application in clinical and community settings. As the concept of translational health research has evolved with practice and time, it is clear that translational research encompasses a bidirectional.”

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

University wide policy: University policy recognizes service activities that allow faculty to use their expertise to provide direct benefits to community groups. “Pro bono consulting” refers to the strategic consulting services faculty provide to nonprofit organizations, public entities and schools to address their most critical issues and improve their outcomes. “Using professional abilities for the community’s benefit” refers to the varied services that faculty members provide to the community based on their expertise, including speaking engagements, board membership, community teaching and applied research.

The Micron School of Materials Science and Engineering (MSMSE): The MSMSE encourages community engaged service as described in their statements about what qualifies as “exemplary” and “very good” service in the school. Exemplary service means “candidate serves on boards; candidate establishes or leads major and sustained outreach programs; candidate impacts policy (e.g., at state or local levels). Very good service means “candidate is engaged in outreach or other community programs.”

The School of Public Service (SPS): The SPS is quite detailed in its description of how engagement with the community is an essential part of service in the school. As stated in the promotion and tenure policy, service in the form of “Public or Community Outreach” includes work that grows out of institutional programs and has the potential for positive effects on the community, the region or beyond. Specifically, public or community outreach activities may include:

“Community engagement activities that involve the faculty member in partnerships with the community (e.g., jointly developed, financed, and administered projects that address issues of mutual concern and contribute to regional growth and development).

Consulting work or technical advice (paid or unpaid) that benefits the community, university, school, and/or the discipline.

Community outreach (e.g., discipline-related work in public education or awareness; referee work for community museums, galleries, publications or competitions; discipline-related work with local schools; serving on local task forces or boards).

Media contributions and public communication that involve the candidate in sharing their expertise with reporters from television, podcasts, blogs, newspapers, radio and other media outlets who use that information to educate their respective communities about public and civic issues.”

7. Describe the pervasiveness of the policies outlined in question six. For example, are they practiced across the institution? By most departments? By a few?

The policies listed in question six (above) are practiced by innovative departments, schools and colleges that are

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

leading reform and renewal efforts. Although we can classify these new policies as being on the “leading edge,” we find that there is growing interest among faculty, department chairs and university leadership to modify existing promotion and tenure processes. Boise State leadership and faculty have initiated a process through which we are seeking to incorporate community engagement, innovation and entrepreneurship into our formal policies. Currently, most departments and colleges recognize community engagement work as part of faculty-members’ “service” category; this doesn’t easily appear often as part of a community members research or teaching category. There is currently an effort at different levels of the campus community to think about including community engagement as part of research and/or teaching as deemed appropriate.

There is a growing conversation at Boise State is being addressed at two levels: there is a conversation among deans and upper-level administrators that is working to identify how modernizing promotion and tenure fits within the university’s strategic mission. There is a parallel conversation being led by faculty that is asking hard questions about how changes will affect individuals’ careers, students and departments.

We note that being involved in community-engaged research appears to be strongly rooted in the attitudes and behaviors of junior faculty. This generational shift to solution-oriented and community-engaged research, in the context of Boise State becoming an R2, suggests that Boise State has an opportunity to make itself it a new type of public institution: Our leadership, faculty and staff seek to find a new balance among research, teaching and learning such that community engagement is further prioritized. There is a recognition across our campus that we are growing towards being a stronger R2, but that faculty and staff can help shape the type of R2 that we will become. For many, this means that Boise State will deepen our community engagement activities. As our faculty and staff are having these conversations, a core issue being addressed is how we can better institutionalize our robust community engagement in order to make it easier for faculty (especially junior) to work with a diverse and broad range of community partners.

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.

We refer here to our examples of text from the college, school and department-level policies described in question six. This included policies from the Human-Environmental Systems program, the School of Public Service, the Micron School of Materials Science and Engineering, and the College of Arts and Sciences.

9. In the period since your last classification, 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 (tenured/tenure track, full time non-tenure track, and part time faculty, etc.).

Several different units – two new schools as well as a new college and department – lead the way on reimagining and reworking traditional promotion and tenure policies. These efforts were led by relevant leaders within each unit. Most of these changes took place in the 2015-2019 period, prior to a temporary change in focus during the

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

COVID-19 pandemic. In these efforts, deans, associate deans, department chairs and faculty were involved in making the revisions.

Within the School of Public Service (SPS), a small committee comprising the associate dean and three department chairs, was charged with the responsibility of drafting new promotion and tenure policies. The proposed policies were crafted to align with the founding mission of the School of Public Service, which had a much stronger emphasis on connecting SPS students, staff and faculty to community partners. The dean and provost had to approve the policies.

Boise State established a new research-focused faculty team called the Human-Environmental Systems program. This group of faculty was charged with developing scholarship that was highly collaborative, community facing and integrating STEM and social science approaches. Located in Boise State's program incubator (the College of Innovation and Design), we developed a new tenure and promotion framework specifically designed to promote and support collaboration, interdisciplinarity and community-facing scholarship. Key elements included creating incentive structures within the promotion and tenure process to promote specific behavior aligned with the mission of this team. The process was led by the director of this faculty team, supported by the College of Innovation and Design's dean's office, and endorsed by the provost's office. The development of this structure is ongoing. For example, the core values were refreshed last year and a revised promotion and tenure process is again under review with the provost. The model will influence the development of promotion and tenure in the recently established School of the Environment in the College of Arts and Sciences.

In the Micron School of Materials Science and Engineering (MSE), faculty wrote a tenure and promotion policy that focuses on the impact of the work of the faculty member rather than simply counting the outputs of faculty members. Within MSE, they worked collaboratively to define (in teaching, research and service) what kind of impacts we hoped faculty members would have at the different stages of their careers and then suggested the kind of evidence that would demonstrate that impact.

In terms of outcomes, one clear example are the policy changes (see question six) in different departments, schools and colleges. Although these policies are not yet university-wide, there are now more than 100 faculty (out of 600) who have the opportunity to be explicitly rewarded for community engagement.

These policy initiatives created incentives to encourage faculty to be involved with community partners. Faculty in the Human-Environmental Systems program are an excellent example of the successful fruition of this model. Five assistant professors in the program are actively partnering with community organizations and government agencies; they are co-producing knowledge and contributing to policy outcomes.

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 (tenured/tenure track, full time non-tenure track, and part time faculty, etc.).

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

Across Boise State, there are several initiatives underway through which university leadership (from provost through department chairs), faculty and staff are engaging in efforts to rethink the criteria for promotion and tenure as well as annual workload policies. Since the last reclassification in 2014, we have seen three significant changes (all mentioned above: SPS, HES, Micron School). These successful programs are acting as a “proof of concept” to help broaden discussions. More recently, in the post-pandemic environment, the newly formed School of the Environment is drafting its first promotion and tenure policies with an explicit aim of recognizing and rewarding faculty members for their scholarship, teaching and service work with community partners. Importantly, key discussion surrounding the new policies strongly emphasizes that faculty’s work with community partners can be recognized as research rather than only being considered as service.

The Institute for Inclusive and Transformative Scholarship helps lead efforts to assist faculty reimagine promotion and tenure processes. Part of their mission statement reads: “Acting as a change agent to ensure that the university’s structures, policies and practices enable and facilitate inclusive transformative scholarship that can lead to authentic impact in the state, region and beyond.” Within the institute, they have developed the ASSERT program, which is an excellent example of faculty and staff working in a program to rethink and reimagine faculty members’ potential career pathways. More specifically, the program gives faculty the opportunity to build knowledge about how faculty could be more directly engaged with community partners or be part of “solution-oriented” research. <https://www.boisestate.edu/ifits/faculty/assert/>

11. Provide 5-10 examples of staff professional activity (conference presentation, publication, consulting, awards, etc.) that has taken place since your last classification - 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).

Staff from the Student Learning Program (SLP) published a chapter in the book, *Service-Learning/Community Engagement: Exploring Intersections, Frameworks, And Models Of Practice* (2018). Their chapter is, “Supporting Professional Development for Community Engagement: Three Institutional Case Studies in Reconceptualizing Faculty Development.” This chapter describes their novel faculty development model.

Two Boise State professionals from the College of Business and Economics (COBE) – Monique Halgat, career coordinator for COBE career services, and Laura Chiuppi, director of COBE career services – presented at the Mountain Pacific Association of Colleges and Employers annual conference in Tucson, Arizona in December 2022. Their presentation, “How to Fund an Internship; a Toolkit for Small Career Services Teams” described Bronco Corps, a program that connects talented, business-focused students to high-need community projects and internships. Students are paid for their work (through donor funding) and gain valuable work experiences. They argued that setting up paid internship programs to address pressing community needs will aid long-term success and sustainability and provide a new model at Boise State for experiential learning.

Pete Risse, associate dean of Extended Studies, received the 2022 President’s Community Service award for his work helping Boise State cultivate relationships with rural Idaho communities through innovative programs, including the Community Impact Programs, Rapid Education Prototyping, and Professional and Continuing Education. These critical programs help extend education beyond traditional boundaries and help Boise State achieve its strategic plan goals.

Stephanie Hudon, a clinical program director, led efforts to create a campus-certified COVID-19 testing lab, followed by a vaccination clinic, for Boise State and the larger community. In September 2020, Hudon eagerly joined the university’s public health response as the testing lab manager. At the time, the state’s laboratory testing capacity was significantly strained with slow turnaround times for results as long as seven to 10 days.

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

Hudon led the university to overcome the final necessary hurdles to open a Clinical Laboratory Improvement Amendments-certified laboratory with fast turnaround for results averaging to one to three days. Under Hudon, the lab gained significant efficiencies in a short period of time, both scientific and operational.

Carson MacPherson-Krutsky is a professional staff and co-founder of the Hazard and Climate Science Institute. She gave two presentations in 2022 to local governments in Idaho: "Humanizing Flood and Other Hazard Data for Use in Local Resilience Planning" to the McCall City Council on December 2, 2022, and "Building Resilient Communities in Rural Idaho" at the Association of Idaho Cities Annual Conference on June 22, 2022.

From the TRIO programs: Michelle Kelley served as president for the National HEP/CAMP Association. She just finished a six-year term in 2022. TRIO Director Greg Martinez served as trainer for the Sonoma State TRIO Training grant helping professional TRIO staff around the country better understand TRIO professional work. Sarah Ritter and Ryan Brevik did a workshop presentation with student affairs and enrollment in 2019. Ritter also presented at McNair Promising Practices Institute in 2020.

In 2022, Idaho Policy Institute staff Vanessa Fry, Lantz McGinnis-Brown, Matthew May, and Cheong Kim presented the results of their project Idaho Statewide Housing Analysis and the corresponding Idaho Statewide Housing Dashboard to the project sponsor, Idaho's Office of the Governor. The results help to guide the state's allocation of \$50 million for workforce housing. In 2023 they were featured on Boise State Public Radio's program Idaho Matters to discuss the project. The program discussed the cost of housing and how it is impacting Idaho residents across the state.

In January 2023, Matthew May (IPI Research Scholar and School of Public Service Survey Director), Lantz McGinnis-Brown (IPI Research Associate) and Elijah Kuisachor (IPI PhD Graduate Assistant) shared the results of the 2023 Idaho Public Policy Survey at a press conference at the Idaho Statehouse as well as with individual meetings with the Office of the Idaho Governor, and leadership in the state legislature. The annual statewide survey provides information for Idaho decision makers regarding the opinions of Idahoans on a broad range of issues including education, healthcare, population growth, and housing.

12. Provide 5-10 examples of faculty scholarship from as many different disciplines as possible that has taken place since your last classification - 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).

We include published articles from a wide range of disciplines to demonstrate that our community engagement activities are taking place across a wide range of departments and colleges.

Boucher-Browning, Hall, Kaye, McGinnis-Brown, & Fry. (2021). Siting Emergency Homeless Shelters: Community Opposition and Support. Report.

Abstract: Community engagement is necessary for shelter siting success. It serves as an avenue for education, addressing concerns, and incorporating feedback. In order to facilitate community support, shelter providers should work with local leaders to build relationships and educate community members on the realities of housing instability and the benefits of the shelter. Shelter providers should also work with local government leaders to determine infrastructure changes that may be necessary to benefit the community and the shelter.

Brand, Brascia, & Sass. (2019). The community outreach model of service-learning: a case study of active learning and service-learning in a natural hazards, vulnerability, and risk class. Higher Learning Research

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

Communication.

Abstract: The popularity of service learning is increasing, especially at a time when college students want to make a greater impact in their communities. However, service learning has not been extensively assessed in courses based in science, technology, engineering, and mathematics. This article provides a case study of how incorporating service learning through a community outreach project can increase student engagement, enhance the depth of understanding of a given topic, and contribute meaningfully to the students' community. Through this case study, the authors design, implement, and test a new model for service learning and discuss the transferability of this model to other sciences.

Caldwell-O'Keefe, & Recla. (2020). "Slowly Changing the World": Embedding Experiential Learning to Enhance Ethics and Diversity. In *Integrating Community Service into Curriculum: International Perspectives on Humanizing Education*.

Abstract: The authors discuss the process of embedding experiential learning in a required ethics and diversity course (ED200). The course is a model of humanistic education in which students develop disciplinary-based methodological expertise while also drawing on cross-disciplinary, inclusive, problem-solving skills. This pedagogical emphasis on experiential learning, instantiated as community engagement, unites the foci of ethics and diversity through students' practical application of and reflection on their experiences to enhance ethical and cultural self-awareness. Why is it valuable to include experiential learning in this course and how does it advance the goal of developing critically engaged citizens through improving ethical reasoning skills and actionable understanding of diversity?

Fry, Brown, & Sass. (2021). Parent First, Essential Worker Second, Student Third: Lessons Learned from a Non-Traditional Student's Journey in a Service-Learning Course During COVID-19. *Journal of Higher Education Outreach and Engagement*, 25(3).

Abstract: The pandemic created an environment that heightened awareness about meeting underrepresented students' needs and the benefits of solidarity and reciprocity when collaborating with community partners. As the pandemic unfolded, my focus shifted from honoring commitments to community partners and course learning objectives to recognizing that the complex realities of students' lives made being responsive to their needs paramount. One nontraditional student serves as a case study; her story underscores the deep ways the pandemic affected a student's personal and professional life. I close the article with four generalizable lessons learned that faculty can employ in support of students' success in service-learning: exercising solidarity, reciprocity, and flexibility; providing guidance in project selection; serving as model learner; and embedding support for parenting and caregiving students.

Hyland, Ruiz, Meierotto, Castellano, & Curl. (2022, September). Forging Community Partnerships to Examine Pesticide Exposure and Risk Perceptions among Latinx Farmworkers. In *ISEE Conference Abstracts*. <https://ehp.niehs.nih.gov/doi/abs/10.1289/isee.2022.P-1156>

Abstract: Research with structurally marginalized populations has a history of being extractive and providing a benefit primarily to the researchers rather than the participants. The aim of this work is to forge partnerships with trusted community organizations to support and help facilitate a mixed-methods investigation of pesticide exposure and risk perceptions among Latinx farmworkers, a population that faces many barriers to health protection. We partnered with County Health Coalitions; migrant head start programs; housing providers; social media groups; and mobile health clinics to recruit participants, establish trusting relationships, and develop strategies to maximize the benefits of participating in the study. Our work provides an example of how to develop these partnerships, center community priorities, and maximize the benefit of participation both for

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

study participants and partner organizations.

Roesch-McNally, Chang, Dalton, Lowe, Luce, May, ... & York. (2020). Beyond climate impacts: knowledge gaps and process-based reflection on preparing a regional chapter for the Fourth National Climate Assessment. *Weather, Climate, and Society*, 12(3), 337-350.

Abstract: The Fourth National Climate Assessment provided the most up-to-date understanding of climate change and its effects on the Earth system and on consequences for the United States. The evolution of the assessment, including greater diversity in participation, and more grounded research in the Northwest represents a growing and deepening engagement with more diverse participants. This shift emphasizes the importance of diversity, inclusion, and a greater acknowledgment of multiple ways of knowing, including local and Indigenous knowledge. It considers climate impacts through five broad ways in which humans relate to the environment: natural resource economy; heritage and quality of life; water, transportation, and infrastructure; health and social systems; and frontline communities.

Swick, & Powers. (2018). Increasing access to care by delivering mental health services in schools: The school-based support program. *School Community Journal*, 28(1), 129-144.

Abstract: It is widely estimated that approximately 25% of school age youth face mental and behavioral health challenges. The vast majority of these youth are insufficiently treated, leaving them vulnerable to negative school outcomes. The School-Based Support program largely mitigated problems with access to care and made a positive impact on school outcomes for youth. This report describes the consequences of untreated mental health problems among children, barriers to receiving mental health treatment, and ways student mental health needs are currently addressed in schools. We then detail how the School-Based Support program was formed through a school-community partnership, the program components, evaluation results, and a case example.

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.

Scholars of color, those that are first generation or from underrepresented groups, do not have access to the implicit rules that govern the university's processes. Members of non-dominant groups often enter the university without the knowledge of the unwritten rules that guide promotion processes and staff reward processes. In addition, much of their work is tied to community-based engagement. Changes to the tenure and promotion criteria and reward processes are necessary for gaining a better understanding of the inclusive nature of community engagement.

The written evaluation guidelines do not outline the social and economic effects on scholars of color. Often, faculty of color working at predominantly white institutions, have lower scores on student evaluations, have more course preparations, have high amounts of service on campus and in the community, have student mentoring workload overloads, and consequently, lower research productivity. Promotion processes continue to define success as individual perseverance and commitment, and through merit ratings. Research productivity is tied to top-tiered journals that rarely publish scholars of color, and is evaluated through a colonialist and patriarchal perspective. When decisions about the distribution of resources (grants, course selection, teaching schedules, etc.) are made through an implicit biased lens, it is apparent that faculty often do not fully understand the work of scholars of color. For international faculty and staff, there is a lack of understanding for how visa situations impact productivity and access to research, grants, and ability to be in leadership positions without

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

changing their legal job descriptions. When implicit bias is directed at the one or two faculty of color in a department, it often leads to the attrition of faculty, staff, and students of color because it affects job satisfaction, collegiality, productivity, reputation and finding community with colleagues.

The university has begun to modify tenure criteria and policies in evaluating community engagement, and has given more thought to the structural issues that are embedded in these implicit and structural processes and guidelines. Modifying the practice of traditional evaluation takes time and patience. The Boyer model rewards faculty whose community engagement enriches their research, the relational connection between the community and the university, and respects the intellectual community engagement that scholars of color bring to the academy. The Boyer model offers faculty the opportunity to give important weight to their community engagement during the tenure and promotion process. There is a push to measure service differently than what the unwritten rules of the promotion process has allowed. This will give appropriate weight to the community engagement activities performed by faculty of color. Recently, a casual and diluted sense of “diversity” has pervaded recent tenure files, which undermine the use of the Boyer model and the efforts of those who are committed to this field of study. Although there is still a need to find a system of evaluation for the heavy advising and mentoring roles faculty and staff of color provide when engaged with the community, revising promotion and tenure standards makes the university climate more innovative and inclusive.

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. As evidence provided for your earlier classification, you described an institution-wide definition of community engaged courses used on campus. For re-classification, provide the current 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. What, if anything, has changed since your last classification with the definition of community engaged courses? What, if anything, has changed with the process for identifying or approving a designated community engaged course as part of a campus curriculum? Explain the purpose of the revisions.

Boise State students have the opportunity to enroll in a wide range of courses that are community-engaged. Due to our “responsive decentralized community engagement system,” colleges, schools, departments and programs use a wide range of activities. Our Service-Learning (see Sections 7 and 8), has the most explicit definition of community-engaged courses.

Service-Learning is a teaching strategy that integrates course content with relevant community service. Through assignments and class discussions, students critically reflect on the service to increase their understanding of course content, gain a broader appreciation of the discipline and enhance their sense of civic responsibility. For SL designation, faculty submit a narrative explanation of how they incorporate the eight SL essential practices into their course and a syllabus detailing the expectations to students. Once a course is approved the Registrar tags that course so that all students registered for it receive the designation on the transcript.

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

Since our last application, the Service-Learning program has created more resources for faculty to adopt the service-learning practice in their course by developing tools, templates, and guides. In 2020 the SL program conducted a review of the designation process and adopted a new submission requirement that creates more transparency for students and partners on the service-learning experience. This new requirement for designation streamlines the work necessary and creates more transparency to designate for faculty and their course launch.

In addition, other colleges and schools engage in considerable community-based work. The School of Public Service might be the best example. First, the undergraduate program in Urban Studies and Community Development defines their learning opportunities as: "The Boise State University Urban Studies and Community Development degree includes several experiential learning opportunities that prepare graduates to take on real projects in their chosen professions. Through the Urban Field School, the Urban Studies Capstone, and various Vertically Integrated Projects (VIP), students are exposed to and learn varying types of analysis, including written, visual, and verbal." The capstone course in the Masters in Public Administration is a group-based project in which the student and lead faculty members work with specific clients (often NGOs and local governments). Some of these clients pay the Idaho Policy Institute to develop the project, but other projects are done on a pro bono basis for those local governments or NGOs that are unable to pay for the project.

The data below, question #2, is based on courses that receive an official Service-Learning designation. Many departments offer courses in which there is community-engaged work, but we were unable to systematically identify the course. Thus, we focus on Service-Learning courses. In our previous re-classification report (2014), we used data from the 2012-2013 academic year. In section, we will compare data from the 2019-2020 year to data from the 2012-2013 year.

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.1. Number of for-credit community engaged courses UG/G

109

a.2. Change in number of for-credit community engaged courses since last application UG/G

109-66=43

a.3. Percentage of community engaged designated courses as part of all for-credit courses (UG/G)

109/2,869= 3.8%

a.4. Percent change in community engaged courses since last application UG/G

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

65%

b.1. Number of departments represented by community engaged courses

46

b.2. Change in number of community engaged departments since last application

$46 - 24 = 22$

b.3. Percentage of academic departments offering for-credit community engaged designated courses as part of all departments

73%

b.4. Percent change in community engaged departments since last application.

109%

c.1. Number of faculty who taught for-credit community engaged courses

118

c.2. Change in number of faculty who taught for-credit community engaged courses since the last application

$118 - 58 = 53$

c.3. Percentage of faculty teaching for-credit community engaged designated courses as part of all faculty

8%

c.4. Percent change in number of faculty teaching for-credit community engaged courses since last application

97%

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

d.1. Number of tenured and tenure-track faculty who taught for-credit community engaged courses

56

d.2. Change in number of tenured and tenure-track faculty who taught for-credit community engaged courses since the last application

29

d.3. Percentage of tenured and tenure-track faculty teaching for-credit community engaged designated courses as part of all faculty

10.6% of T/TT ; 4.0% of Total Faculty

d.4. Percent change in number of tenured and tenure-track faculty who taught for-credit community engaged courses since last application

107%

e.1. Number of full-time, non tenure-track faculty who taught for-credit community engaged courses

34

e.2. Change in number of full-time, non tenure-track faculty who taught for-credit community engaged courses since the last application

19

e.3. Percentage of full-time, non tenure-track faculty teaching for-credit community engaged designated courses as part of all faculty

13.1% of Non-T/TT; 2.4% of Total Faculty

e.4. Percent change in number of full-time, non tenure-track faculty who taught for-credit community engaged courses since last application

126%

f.1. Number of part-time faculty who taught for-credit community engaged courses

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

29

f.2. Change in number of part-time faculty who taught for-credit community engaged courses since the last application

12

f.3. Percentage of part-time faculty teaching for-credit community engaged designated courses as part of all faculty

4.7% of PT Faculty; 2.1% of Total faculty

f.4. Percent change in number of part-time faculty who taught for-credit community engaged courses since last application

71%

g.1. Number of students participating in for-credit community engaged courses UG/G

2,728

g.2. Change in number of students participating in for-credit community engaged courses since last application UG/G

2,728- 2128 600

g.3. Percentage of total Students participating in for-credit community engaged courses as part of all students UG/G

$2728 / 26,272 = 10\%$

g.4. Percent change of students participating in for-credit community engaged courses since last application UG/G

28%

2.h. What academic year does this data represent?

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

2019-20

3. Describe how the data 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.

Each course designated as service-learning has a special indicator in Peoplesoft to run reports. Since our last Carnegie application, we have seen the number of service-learning classes increase drastically. Increases in numbers of faculty and department involvement in service-learning demonstrate the significant expansion of service-learning into the curriculum. Campus academic leaders recognize service-learning's benefits to student learning, students' civic agency, and to Boise State's capacity to address community needs and support current community programs. These trends have also correlated with the adoption of the Boyer model of scholarship at the institution.

Overall, the data from the service-learning program indicates that Boise State has expanded the number and range of curricular-based community engagement opportunities for our students. Our students are working in school, health care facilities, with NGOs and nonprofits, and with government agencies in the dual capacity as learners (e.g., developing skills) as well as providers of services (e.g., teaching in Title-1 classroom, evaluating patients).

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

Currently, Boise State has one mechanism to identify community-engaged courses on student academic transcripts: service-learning.

All designated service-learning courses are tagged, and students' records receive the tag once students register for the course. For a faculty's course to receive the designation, they must demonstrate how their course integrates service-learning essential practices. Students' transcripts show the service-learning distinction under each specific service-learning course. The specific language is "Service-learning" or "Service-learning: Students' choice."

Unfortunately, we don't have any system-wide means to identify department-level community engagement courses. We know that our engineering majors have capstone courses in which some courses are directly engaged in working with community partners to build useful projects. In another example, our Urban Studies and Community Development undergraduate program has extensive experiential learning components in most of their classes. We note that working on this report has helped highlight, for our faculty, staff and administrators, that Boise State continues to lack procedures and systems that might allow us to more easily identify when students are enrolled in credit-bearing courses that include community engagement.

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. Also, describe what has changed since the last classification (maximum word count 1000).

- Core Courses
- Capstone (Senior-level project)
- First-Year Sequence
- General Education

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

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- In the Majors
- In the Minors
- Graduate courses
- Medical education/training/residencies

A significant part of Boise State's curricular community engagement courses are supported by the service-learning program but other courses are offered by specific departments. In this section, we move beyond the service-learning program to highlight four different programs that significantly expanded their community engagement curricular offerings over the past seven to eight years. Below, we highlight four examples of how community engagement is embedded in curriculum across four different colleges (engineering, health sciences, arts and sciences, public service)

From the College of Engineering, the Bachelor of Science in Materials Science and Engineering has a senior project (two-semester capstone course). Community partners or clients come from local companies of various sizes, from start-up companies to major corporations such as Micron Technology. The clients sponsor projects for student teams. Projects mimic tasks that students may need to complete in industry. They range from creating testing devices to performing tests and characterizing materials. Some of the community partners have sponsored student projects regularly for many years. Students learn to apply their content knowledge to a relevant problem in the context of an industry task. They also hone their team and communication skills. Students meet with their client about once every other week. For many students, this is their first experience in communicating in a professional setting with organizations that employ engineers. For some students, the capstone project ends up being a year-long interview and they get hired by their sponsor upon completion of the project/graduation. For others, the capstone project is akin to an internship from which they garner a strong letter of recommendation. Other students utilize the project to talk about their relevant experience at a job interview. For all of them, the capstone project rounds out their education as a junior engineer and provides a stepping stone for their career.

From the College of Health Sciences and its School of Nursing, NURS 417 is the clinical portion of Community and Population Health Nursing. Currently, students take the didactic section of this course the previous semester (NURS 416). NURS 417 allows students to take the skills they learn in NURS 416 and implement them in their local communities. For example, in spring 2023, our community partners include Terry Reilly (a community health center), Interfaith Sanctuary (a shelter for the unhoused), the Idaho Food Bank, YMCA THRIVE (a program for neurodiverse individuals), Marsing School District, Central District Health and Kuna School District (tackling nicotine cessation and the rise of vaping in the adolescent population), Idaho Youth Ranch, Hayes House (a 24-hour shelter for at-risk youth), and Good Samaritan Home (an affordable housing community). Working in collaboration with their community and stakeholders, student groups complete an assessment. Based on the results of their assessment, students then plan and implement evidence-based interventions. If time allows, groups also evaluate the significance and efficacy of their interventions.

Through the Urban Studies and Community Development program, students work with community partners in Urban 201, planning and the environment, and the capstone seminar (URBAN 492). Their engagement takes many forms. In these classes specifically, students work collaboratively with stakeholders and experts connected to their specific projects. For example, in the core course URBAN 201, students conducted research for the City of Boise on transportation, and conducted interviews with transportation department and project leaders around the western U.S. Capstone students worked with Capital City Development Corporation, the City of Boise, private consultants and members of the public to create streetscape design standards for downtown districts.

The Urban Studies program was created subsequent to the last classification in 2014, and community engagement and community-based learning were central goals in program design. In addition to the required

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courses discussed above, community-based experiential learning is central to our course Investigate Boise (URBAN 489) and the Urban Studies Field School (URBAN 490). We have cultivated broad and deep relationships with community partners who recommend meaningful applied projects for our courses. In addition, these partners provide internships, speak in classes or at student events, participate in seminars, and connect to students and faculty in other ways.

Within the anthropology department's strategic planning effort in 2022, we developed a tactic under University Goal 1, Strategy 2, specifically calling out community-engaged learning. Our tactic is: Engage service-learning to create new course opportunities for anthropology students to volunteer with communities to address historical and economic inequities. In order to move forward with this goal, the anthropology department chair met with the director of service-learning at the end of summer 2022 to discuss a general approach to implementing the tactic in anthropology. The department invited the SLP director to a faculty meeting early in fall semester 2022 during which different approaches were presented and discussed. As a result, anthropology developed two new service learning classes that align with our planned tactic bringing our total number to five courses. One of the new courses with a service learning designation is the Human Cooperation Lab (ANTH 479/VIP 200, 400/500). The lab is working with the Treasure Valley Canopy Network on a service-learning project to better understand perceptions about the tree canopy and gaps in knowledge or information delivery within neighborhoods with lower canopy coverage in order to help Treasure Valley Canopy Network improve their equity outcomes with the City of Trees Challenge.

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. Also, describe what has changed since the last classification.

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

Student Research:

Vertically Integrated Projects (VIP) is a program, within the Institute for Inclusive and Transformative Scholarship, created to increase student access to hands-on learning with faculty mentors and diverse teams. Faculty working on long-term projects that need students from multiple disciplines and skill areas are invited to create a VIP course. Students are then able to join their team and earn one to two credits in a semester at the 200, 400 or 500 level. Each VIP project is set up as a unique section of VIP 200 (lower division), VIP 400 (upper division) and VIP 500 (graduate).

Student Leadership :

The Leadership Certificate program (LEAD) involves students in community engagement through its academic programing. The capstone courses (LEAD 490 and 495) ask students to propose a leadership project that makes a positive impact on their community. For example, a student developed a training series for his police department to reduce the number of unsolved and otherwise blundered cases. Another implemented a streamlined process at St. Luke's Internal Medicine to manage patient-related tasks not assigned to specific workers (e.g., removing expired supplies). A third conducted fundraising to supply "graduation care packages" (with cap and gown, yearbook, etc.) to low-income high school seniors.

Internships, Co-ops, Career Exploration:

Work U is career preparation with a twist, giving students hands-on professional work experience, clarity on

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their career goals, an opportunity to be mentored, focused classroom time, and a chance to build a resume and network. The beauty of Work U is that every opportunity is open to all undergraduate majors, skill sets and levels of experience.

Study Abroad/Study Away:

Global Learning: Boise State students have the opportunity to gain global perspectives and valuable skills such as intercultural competence and awareness of global issues by participating in academic programs around the world. We offer summer, semester and year-long study abroad options for which students receive academic credits. When students participate in a program abroad, they may take advantage of international service-learning, internships, and volunteerism, as well as regular academic studies. For example, in Costa Rica, you can volunteer at a marine animal park. In Spain, you can intern at a local business. If you study in China, you can be an English tutor.

Alternative Break tied to a course: Global Citizenship and Social Responsibility: an International Service Learning Experience. Corozal, Belize

Boise State's Colleges of Engineering, Global Studies and the Honors College, working with the Peacework Development Fund, Inc., provides an international service opportunity (Corozal, Belize) for interested students, alumni and corporate participants. The project brings Boise State students together with faculty, alumni and sponsor participants for intensive one-week service projects in a resource poor setting. By working alongside citizens in host communities, students, faculty, alumni and corporate sponsors participate in unmatched educational, social, and professional engagement and enrichment.

7. Provide a summary narrative describing overall changes and trends that have taken place related to curricular engagement on campus since the last classification. In your narrative, address the trajectory of curricular engagement on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links.

Over the past decade, since our last reclassification report, Boise State colleges, departments and faculty have developed a wide range of curricular opportunities that fit under the broad category of “experiential learning” or “learning by doing.” Our Service-Learning Program and the Vertically Integrated Projects are two of most prominent examples but we recognize that there are many decentralized (department-level) activities that enable curricular opportunities for community engagement.

As the service-learning (SL) courses have increased in the years since our last submission, we have also seen departments and colleges adopt this teaching method more widely. NSSE data shows a 15% increase in the number of students taking at least one SL course, which is an increase to 76% in 2018 from 67% in 2015. This data suggests that departments, faculty and students are interested in teaching and learning opportunities that permit students to have reflection-based community-based experiences. In order to grow these programs, Boise State will need to provide additional resources.

The Vertically Integrated Project (VIP) programs link a faculty's research interests with community partnerships. These classes cut across traditional student's learning silos (first year students with first year students, graduate students with graduate students) by creating opportunities for students with different levels of experience to take part in the same learning communities. Within a VIP course, graduate students and first-year students may be involved in the same research project, but they would be contributing different sets of skills to the project.

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

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Beyond these two programs that are campus-wide, there are many interesting examples that take place at the college and department level. For example, in the College of Arts and Sciences, the Department of Anthropology is currently revising its curriculum to require that all students must be involved in at least one experiential learning class as part of their graduation requirement. In the newly created School of the Environment, faculty are establishing a field school as well as requiring students to have experiential learning coursework. The College of Health Sciences and the College of Education both have extensive practicums and internships that place their students in learning roles where they work directly with professionals and the public. Finally the School of Public Service recently hired a new dean who has extensive experience setting up and managing experiential learning courses.

Overall, these specific examples illuminate a broader trend: Our faculty, staff and leadership recognize the value and importance of having students engage in a wide range of teaching and learning opportunities. Many of our programs either strongly encourage or require their students to take at least one course that requires them to be directly involved with community partners.

SECTION 11: Co-Curricular Engagement

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. For each example, describe what has changed since the last classification (maximum word count 1000).

- a. Social Innovation/entrepreneurship
- b. Community service projects - outside of the campus
- c. Community service projects - within the campus
- d. Alternative break - domestic
- e. Alternative break - international
- f. Student leadership
- g. Student internships/co-ops/career exploration
- h. Student research
- i. Work-study placements
- j. Opportunities to meet with employers who demonstrate Corporate Social Responsibility
- k. Living-learning communities/residence hall/floor
- l. Student teaching assistants (provided the TAs are not receiving credit)
- m. Campus Scholarship Program
- n. Athletics
- o. Greek Life

There are a multitude of ways that an individual student can begin their co-curricular journey at Boise State. Students are encouraged to explore their passions, try new things, and write very unique stories for themselves during their time at Boise State. Survey data from the 2021 Multi-Institutional Study of Leadership, a national research program participated in by Boise State, suggests that students who participate in the co-curriculum develop a greater sense of belonging and a greater connection with their campus community which can have a positive influence on retention and persistence to graduation.

Roughly 55% of our students are from the state of Idaho, many of whom fit the profile of commuter, LatinX, first-generation, rural students and often are juggling multiple time, work, family obligations. Conversely, our “out-of-state” students are primarily coming from California, Oregon and Washington; they have more capacity to be involved and therefore are seeking a traditional residential college experience. The Division of Student Affairs and Enrollment Management seeks to provide opportunities to balance the needs of this diverse body of

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students. Over the past 5 years, Boise State has intentionally developed programs that seek to incorporate students from historically marginalized populations. This includes increasing access and affordability (e.g., scholarship, financial assistance), as well as expanding thematic areas. The following examples provide an overview of several ways that campus departments are engaging in this work.

Social Innovation/entrepreneurship:

The Venture College supports students and faculty in building entrepreneurial skills and launching their ventures through incubator programs, pitch competitions, and mentorship. Strong community engagement is at the heart of all Venture College programs, as each program involves mentorship. Participants meet with community leaders and experienced entrepreneurs to gain valuable feedback on their ideas and guidance throughout the various stages of their ventures. During the 2021-2022 academic year, 119 new business ideas were pitched, and program participants earned \$155,000 in external funding.

Community service projects - outside of the campus:

The Hometown Challenge integrates our students' educational disciplines and professional skills to address a significant challenge within their respective home communities. Students identify a particular challenge, create a plan to address it, and spend 80 hours over the summer attempting to make a real impact within their "hometown." Students engage their communities through government institutions and local grassroots organizations with a spirit of partnership and innovation. Examples of completed projects include addressing the preservation of refugee heritage, empowerment of minority women, and reduction of vehicle emissions.

Alternative break - international and domestic:

The strategic growth of the Alternative Break program is reflected in a comprehensive co-curricular experience for students seeking ways to serve communities domestically and internationally. Since 2015 we have expanded our trip options and increased student and professional staff support to develop meaningful experiences in collaboration with community partners to address social and environmental issues. Participants dive into the issues related to their trip in an optional service-learning course that leads up to the spring break service projects and focuses on providing opportunities to explore the theory of integrating service, education, and reflection to create meaningful change in communities both near and far.

Student leadership:

The LeaderShape Institute is a free four-day experience in the mountains of Idaho that offers students a unique opportunity to develop a healthy disregard for the impossible. Students are encouraged to get out of their comfort zone and shape the way they look at the world and the way they can influence positive change in it. The LeaderShape Institute is about building leaders interested in creating a just, caring, and thriving world. Students walk away with an action plan and a support network to enact both personal and community development goals and initiatives.

NEW Leadership Idaho is a network partner of NEW Leadership, a national nonpartisan college students' public leadership training program addressing women's underrepresentation in politics. This week-long program provides college students from across Idaho with the opportunity to come together to network and participate in forums that are essential to encouraging young talent to pursue careers in the public sphere. During the program, students learn about the important role that politics plays in their lives, study leadership skills applicable in both public and private sector positions, and connect with other students and community members dedicated to making a difference in their communities. Students have the unique opportunity to interact with and learn from many of Idaho's local and state public officials, community, and private sector leaders through field activities, panel discussions, workshops, a policy simulation at the Idaho Capitol, and prominent guest speaker forums.

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

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Overall, these programs and activities illuminate and are representative of Boise State's commitment to providing for-credit community engagement opportunities. We work across a wide range of programmatic areas. Importantly, many of our students are low-income and also working part-to-full time, which means that the ability to earn credit serves the dual role of allowing them to earn credit toward a degree and contribute to these communities.

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

Boise State has used a combination of platforms and systems to track student engagement and co-curricular activity. The primary platforms used since 2015 have been OrgSync, Give Pulse, and Engage. OrgSync (2014-2020) and Engage (2020-) have the ability to allow individual students, registered student groups (clubs, fraternities/sororities, club sports, student government), and departments to track student involvement including memberships, leadership positions, event attendance, service hours, and generate a co-curricular transcript to showcase achievements and verify participation to future employers.

Give Pulse (2018-) is primarily used to track student participation in Service-Learning coursework and affiliated projects, record participation in large scale community service programs (Bronco Welcome, Residential Move-in, University Day, Homecoming, Spring Fling), and capture self-reported experiences from students, faculty, and staff.

The university is exploring the possibility of adopting a centralized platform to track student engagement that will meet the needs of both campus and community partners. Boise State plans to begin to track student volunteer hours to help our students qualify for the President's Volunteer Service Award. We are currently attempting to identify the easiest way to track this information.

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.

Boise State's co-curricular development pathways optimize the student experience by inviting students to think intentionally about their interests, and encouraging involvement that matches their availability and goals. For example, departments such as the Student Involvement and Leadership Center offer a variety of low, medium, and high intensity opportunities for students to participate in throughout the year. An example of this progression can be found through their service programming model. Students start by attending a Service Saturday. These are two hour community service activities offered regularly on-campus with the objective to introduce students to community and campus challenges and fulfill a communicated need in a social environment. Students are then invited to participate in one of the upcoming one-day Local Service Projects hosted by the department. These programs enable students to engage in direct service opportunities with community partners by exploring and developing a deeper understanding of a community issue and reflecting on root causes. Finally, students are encouraged to participate in an Alternative Break, a semester-long group learning experience culminating in an immersive week-long local, regional or international service project. Alternative Breaks seek to help students move along the active citizenship continuum and develop a deep understanding of root causes, community needs, and how they can become change agents.

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

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In Urban Studies and Community Development, students progress from introductory forms of community engagement to more advanced opportunities that demonstrate leadership, communication and research skills. For example, in URBAN 201, students connect with professionals to complete low-stakes assignments designed by the instructor. Required core courses then cultivate skills in research, communication, and collaboration that students deploy in advanced courses, such as the Capstone Seminar (URBAN 492) and Urban Studies Field School (URBAN 490). In these courses, students take greater responsibility in the project design and engagement strategies. For example, working on behalf of the Mayor of Star, Idaho, 2023 Urban Studies Field School students engaged with Star Middle School students regarding the proposed Star River Subarea Plan. Students designed engagement tools to collect information from sixth graders including preferred activities, design styles, and modes of transportation. Findings from their engagement will be reported back to the City of Star.

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 has student leadership in community engagement changed since the last classification? How is student leadership in community engagement recognized (awards, notation on transcript, etc.)? Provide relevant links.

Boise State University students are engaged in the community in a number of ways, ranging from hands-on service (fraternities/sororities, student organizations, service-learning) to fundraising (philanthropy events, food and clothing drives). In the following examples, students organize efforts, and provide leadership that has an impact on the individual, the community, and the campus. This involvement is: recorded and recognized through the university's engagement platform; highlighted in social media campaigns and recruitment efforts, and student employment development plans; and our annual campus award ceremony to honor exemplary individuals.

The Campus Food Pantry was founded in 2018 through a joint initiative between the Dean of Students Office and the Associated Students of Boise State University to address food insecurity among students. A graduate course in the Masters' of Public Administration developed a proposal for how the Campus Food Pantry would be organized and administered as well as identifying ways to connect with students. In Fall 2022, the food pantry averaged over 3,400 student visits per month. The program provides multiple opportunities for students, faculty, staff, and community members to volunteer, donate, and advocate for students in need. Student leadership positions include a team of Food Pantry Specialists, a Communication Specialist, and a Procurement Specialist to support the pantry's daily operational, marketing, assessment needs.

Due to the pandemic, there was increased demand and focus on providing local and regional service projects by student and professional staff in the Student Involvement and Leadership Center. Student site leaders gain skills in leadership, communication, and group management while working alongside community partners and experts to identify current issues, address needs, and create meaningful projects to positively impact local and regional communities.

Since 2014 the university's Outdoor Program is largely student-run. Their program often engages with local and federal land agencies to teach students the importance of being active stewards of the natural area they use for recreation. They have also partnered with Challenged Athletes Foundation to ensure that students on and off campus have access to adaptive gear, Special Olympics Idaho, and host a variety of training events and social programs to encourage access to, and equity in, the outdoors.

BroncoLife is a program designed specifically for student athletes to develop and grow their areas of interest off

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Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

the field of play, as well as relate and connect them to longer term goals and pursue diverse opportunities for continued experiential exploration. BroncoLife programming (in collaboration with various campus departments) emphasizes four core areas: Personal Development, Equality/Belonging, Community Engagement, and Professional Development.

Boise State's fraternity and sorority community was intentionally and strategically grown with university support and guidance over the past 12 years to be rooted in the values of service, leadership, and equity. Since 2014 the community has not only grown in size from 12 to 24 chapters but also increased the impact and scope of service in the Boise community and beyond. In 2017/2018 the nearly 1,900 community members reported 26,633 community service hours. These service hours represent both participation in campus led opportunities and local/national

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.

Access and affordability have been two significant barriers to student engagement in co-curricular programs at Boise State. In recent years, the university identified a need to focus on closing equity gaps and retention rates for rural, Latinx, first-generation, and Pell eligible students through the Strategic Enrollment and Retention Plan. We now have strategic partnerships between the Student Involvement and Leadership Center made with TRIO Upward Bound, College Assistance Migratory Program, and other first-generation support programs. A new scholarship increases access to underrepresented students in leadership development and civic engagement programming (LeaderShape and Alternative Breaks).

The School of Public Service, founded in 2016, designed its curriculum to bring all undergraduate students from six distinct programs through a unified set of first and second year foundational courses. Experiential and Career Learning (ECL) is a signature element of all six degree programs within the School of Public Service. Students complete a series of core experiential courses related to career exploration and to developing the essential skills and experiences needed to be successful public service leaders. As they move through their degree programs, students complete an experiential and career learning opportunity within their field of study, such as through service learning courses, field school experiences, community-engaged research, team-based consulting for local organizations, and internships. The school has hired professional staff and a clinical faculty member to train faculty in best practices in ECL, including the development of reciprocal relationships with community partners, which informs program development to reflect these values.

All Boise State students gain practice with experiential learning in the required University Foundations 200 course. In response to student and instructor feedback early in the course's history, University Foundations took steps to better define experiential learning and help faculty design well-scaffolded assignments. Instructors help students progress through a robust learning cycle that includes four stages: preparatory content and discussions, active participation or experimentation, reflective observation, and integration of classroom content with out-of-class experiences. We support assignment redesign with workshops and resources.

The Rapid Educational Prototyping for Equity in Education (REP4) program emerged in 2021 as a presidential initiative focused on "putting the power and incentive of establishing new, equitable systems for public higher education in the hands of those who have the most at stake - learners". See: <https://rep4.org/> Like the Idaho Onramp and Community Impact Programs, REP4 uses Challenge Based Learning (CBL)

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(<https://www.challengebasedlearning.org/>) as a framework for learning and engagement. The integration of CBL in rapid prototyping processes encourages students, faculty, and community members to engage, investigate, and act on real world challenges. The process asks all participants to identify big ideas, ask critical questions, listen deeply to the perspectives of others, build new skills, and share their solutions with the world.

Outcomes of REP4 include the implementation of a pilot program to develop a comprehensive peer mentoring program by REP4 participants at Nampa High School. Early indications show immediate impact on student academic performance and positive self-image and efficacy.

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)

campus diversity, inclusion, and equity goals (for students and faculty)
efforts aimed at student retention and success
encouraging and measuring student voter registration and voting
development of skills and competencies to engage in dialogue about controversial social, political, or ethical issues across the curriculum and in co-curricular programming
social innovation or social entrepreneurship that reflects the principles and practices of community engagement
the campus institutional review board (IRB) provides specific guidance for researchers regarding human subject protections for community engaged research
efforts that support federally funded grants for Broader Impacts of Research activities of faculty and students
outreach activities
lifelong learning (non-credit)
campus food security programs (internal and external)

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).

Our answers above illustrate that Boise State faculty, staff, students, and leadership are involved in a broad range of community engagement activities. We are active in urban and rural communities, working with a wide range of partners. We use a responsive decentralized model of community engagement, but there is also an increasing level of support for community engagement within the central administration.

Our strategic plan, Blueprint for Success, has an interlocking set of five goals that allow Boise State faculty, staff, and students to be involved with community engagement.

The Campus Food Pantry was founded in 2018 through a joint initiative between the Dean of Students Office and the Associated Students of Boise State University to address food insecurity among students. Although the Campus Food Pantry largely serves our students (as opposed to also providing support for external community members), we include it here because it highlights how our students are embedded in wider social and economic contexts. Part of their identities are as "Boise State students," but many of our students are also parents, workers, renters, and face food insecurity.

The Campus Food Pantry program has seen significant growth since its founding. In spring 2023, the pantry

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

averaged over 4,300 student visits per month and provided multiple opportunities for students, faculty, staff, and community members to volunteer, donate, and advocate for students in need. The number of partners has increased over time. What began with the Idaho Foodbank (local NGO), now also includes work with the Osher Institute for Lifelong learning, and the Boise State Association of Classified Employees, BroncoFit, Service Learning, Chartwells, and many other departments, clubs, and organizations on campus and in the greater community. The Food Pantry implemented strong partnerships with local businesses to provide healthy options through their Food Rescue program, preventing tens of thousands of pounds of food from going to waste and putting it in the hands of students in need. Other partnerships have allowed for the Campus Food Pantry to assist in providing and promoting other basic needs support to students, helping them be successful in their education and beyond. The Campus Food Pantry provides opportunities for students to be involved in many ways, such as employment, volunteering, food drive support, or educational research and projects. Students are grateful for the support of the Pantry and have a strong desire to give back to their community.

Boise State founded the Institute for the Advancement of American Values in 2020. The institute is designed to foster dialogue, understanding and awareness among social groups that might not otherwise engage with each other. One hallmark event was Idaho Listens, an event in which 12 Idaho residents talked about their core values. In spring 2022, Boise State Listens brought together 10 students to have them discuss the question, "What do I value most," helping to generate dialogue among students. The first student-focused activity was successful. We hope to expand the number of students who participate in subsequent years.

In March 2023, the institute organized a Day of Dialogue in conjunction with eight different academic departments. Over a two-day period, faculty and students publicly participated in discussions on controversial political and social topics. The culminating experience was an evening Distinguished Lecture Series attended by over 900 people, from within the campus community as well as external individuals and groups. By linking the Day of Dialogue to the Distinguished Lecture Series, the institute was able to demonstrate the importance of civil discourse, which is a crucial component of a healthy community and democracy. A key lesson learned was that we need to actively advertise among our students and community partners to encourage people to come to an evening lecture. As we move into a post-pandemic world, we realize that we need to rehabilitate our students and community partners to attend dialogue-oriented events.

As a pathway to future strategic goals and initiatives, Boise State is investing in two Grand Challenges. One such challenge, The Resource Nexus for Sustainability (RNS), is explicitly linked to community engagement. The purpose of the RNS is to build more resilient and sustainable urban and rural systems by developing a community of scholars and practitioners who will catalyze solution-oriented research that addresses societally-relevant challenges. The principal investigator assembled a team of cross-disciplinary leaders and scholars from across the university to build a proposal for this opportunity, which was funded in 2022. They created three sub-teams: asset mapping, community engagement, and benchmarking. Each subteam had a chair to drive the group, and one member of the leadership team to serve as a liaison. This enabled an effective and efficient work environment and clear communication between the teams and with RNS leadership.

To support the mission of the RNS, \$200,000 in funding and resources is being provided by Boise State University to help interdisciplinary project teams be competitive for larger, externally funded research. Each team will have co-principal Investigators, one from the university and one who is external to the university; this model is new to Boise State and represents our efforts to promote the co-design of public scholarship activities.

Over the past year, the RNS leadership reorganized our sub teams to investigate what type of foundation is needed at Boise State to support an interdisciplinary, community-engaged research ecosystem. While we are focused on sustainability, this effort extends to include the resources and support any faculty or faculty team interested in pursuing interdisciplinary, community-engaged research would need to succeed and grow their

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

research initiatives.

3. Provide a narrative describing and trends that have taken place related to alignment of institutional priorities since the last classification. In your narrative, address the trajectory of alignment of community engagement with the institutional priorities – where have you been, where are you now, where are you strategically planning on going? Provide relevant links.

As noted throughout this report, Boise State has a rich history of working collaboratively with our external partners. Boise State was part of the 2006 inaugural class of Carnegie's Community Engagement classification and we reclassified in 2015. Over the past eight years, the Carnegie classification served to buttress the creation of our institutional priorities. For example, during the formulation of the Blueprint for Success, the principles associated with the Carnegie Community Engagement classification (i.e., collaboration, mutually beneficial) guided campus conversations around how to create thriving communities and how we should collaborate with partners. In response to this question, we look to our future.

Our faculty, staff, and leadership are working to add more centrally led programs while maintaining the benefits of our responsive decentralized model of community engagement. As our university grows (i.e., increase in student-credit hours, number of full-time faculty, emerging Hispanic-serving institution), we are adding centralized processes (e.g., network gatherings, MOA templates, trainings on best practices) and policies to better support our faculty, staff, and students as they work with community partners.

The Office of the President will work with centers, institutes, programs, deans, faculty and staff across the university to help different units facilitate our responsive decentralized model of community engagement as well as cross-college, interdisciplinary collaborations. Through the Office of the President, we hope to create a Center for Community Engagement to better facilitate and coordinate community engagement work across the entire university. This will support the hard work associated with community engagement, reduce barriers, identify areas for synergy, and increase impact.

We seek to expand professional development for faculty, postdocs, graduate students and staff in regard to collaboration with community partners. This involves listening to community partners, establishing learning workshops, creating mentoring programs, and facilitating partnership coordination. Importantly, these programs first help to improve our skills and capacity. But this also serves as the basis to alter the norms and expectations of faculty, staff, and students, which has the opportunity to change our culture.

In addition, modernizing our promotion and tenure policies represents another step forward. There are currently two groups championing these efforts: one track includes university leadership, and a second track includes faculty. Both university leadership and faculty advocate for these changes, and the strategy will bring together perspectives and priorities from all levels of the university.

As noted in the report, many of Boise State's students are from historically underrepresented groups, including first-generation college students, Hispanic/Latinx, low-income, older, rural and community college transfer students. Boise State seeks to expand our collaborations with the home communities of students from underrepresented communities. For instance, we are deepening partnerships in Canyon County, an area west of Boise which is home to many of our Hispanic/Latinx students.

Finally, many departments are expanding and changing their curriculum to create opportunities for undergraduate and graduate students to engage in different types of community-focused experiences. Some of this will be aligned with service-learning, but some departments may emphasize other types of learning opportunities.

SECTION 14: Reflection and Additional Information

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

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

The broad, inclusive, and enriching community partnerships with which Boise State faculty, staff, and students are involved is awe-inspiring. Working across the state as well as near campus means that Boise State is able to leverage its resources and talents to engage with a diverse range of communities. As our steering committee and lead authors connected across campus, we found ourselves continually amazed at the creativity of our colleagues' work that is making meaningful contributions across our state, region, and world.

During our research and analysis, we were reminded of the strength of our decentralized model: There are a huge number of community projects and most of them have bottom-up motivation. Faculty, staff, and students are creating a rich array of collaboration with community partners. From Health Sciences to Engineering, from Education to Business, our faculty and staff are leading efforts to create reciprocal relationships with the community.

However, this year of stock-taking and analysis also led us to identify the limitations of a decentralized model. First, we have limited professional development opportunities for our faculty and staff. Second, the "start-up" costs for new projects and for faculty who want to be involved, can often be quite high--faculty can feel isolated and ill-prepared to initiate this work. Third, we don't do a great job gathering data on what we are doing. This limits our ability to coordinate across projects as well as to demonstrate to the broader community that we are doing really exceptional work. Fourth, it reminded us of the need to modernize and update our workload and promotion and tenure process.

Perhaps most unexpected is that all colleges and most departments are involved with some type of community engagement activities. Although departments use different words and concepts to describe their partnerships, there is a continual effort by faculty and staff to think about how they can work with external partners to generate societal benefits. We found that community engagement is woven into the fabric of university departments and programs, albeit in different ways.

As we worked on the report, two types of questions caught our attention. First, there was a much greater emphasis on outcomes and impacts than in the previous reclassification application. Second, there is also a greater emphasis on system-wide policies and procedures. This stimulated a rich discussion on how and where we should move forward; Our reflective, self-study is leading us towards building out systems that can help faculty and staff engage more systematically.

Another surprise: We do not have clear connections between the community engagement work and University Advancement (our philanthropic division). One line of work may be for us to better develop these connections.

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.

The principal resources used by our campus were the webinars offered by Collabatory and Carnegie. The webinars and the slide-shows were immensely helpful. We did not use an outside consultant.

In order to draft the report, we created a steering committee of 8-10 faculty, staff and leadership from different parts of the university. The chair of the steering committee organized data collection and analysis across the different parts of the university. In addition, during the first three to four months, we had a professional staff

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

member who worked with the chair to organize three town halls and to help collect data.

To cast a wide net, we held three town hall meetings with faculty and staff to gather their insights on community engagement. Over 100 people attended these sessions. In parallel, we also gathered information from two town hall meetings that focused on centers and institutes, but also provided important information about community engagement. These five sessions were immensely helpful because they allowed us to enrich our understanding of community partnerships and community engagement.

3. (Optional) Reflect on who was around the table, who was missing, representation of the community members, and how might these voices have improved this report.

For the most part, we were unable to include community members in the drafting of the report. In section 4, where we provide additional information about partners, we did benefit from having community partners comment on the different questions (e.g., purpose of community partnership).

In addition, faculty members and colleges that deploy a different language and conceptual framework to think about their community engagement were less likely to be involved. For example, we found that faculty members in the College of Engineering use the language of “outreach” to think about how their capstone courses worked with community partners. Many of these faculty were unfamiliar with the language of “mutually beneficial” community partnerships. But we found that these faculty members were often doing just that – engaging in reciprocal, mutually beneficial partnerships.

In addition, we didn’t include the voices of faculty and staff who started community engagement projects but walked away from them because of difficulties. In our town halls, we found a number of clear barriers, but we don’t really know much about how these barriers have been experienced by faculty, staff, and students. We know that some faculty and staff persevere and overcome the barriers, but we don’t know about how many faculty may have just walked away from community engagement because it was too difficult.

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).

We could have included existing stories (already written) as well as videos. For example, we could have included short vignettes on other programs that would have been good to include (Students Affairs).

Section 13--These could have been 1,000 word responses. Especially 13.3. This question is where we want to go. In many ways, the most important part of this reporting process is for us to think about where we want to go, what we want to become. For us, the report allowed for learning and self-reflection, but the most important part is where we want to go.

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.

Our student body’s SES status wasn’t easy to communicate. We realized this when discussing the Campus Food Pantry. Was this program a type of internal or external-facing community engagement? We decided that it was both because many students experience homelessness, face food insecurity, and struggle financially. There is a gray area in which our students have multiple identities – as students, as workers, as food insecure, as those

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

experiencing homelessness.

Relatedly, it wasn't easy to explain the challenges of working in an environment in which many of our students are employed in jobs where they work more than 30 hours a week and where our faculty and staff are stretched thin. Boise State faculty and staff do incredible work in their collaboration with community partners, but the demand is far greater than our ability to meet local and regional needs.

In addition, we have a bit of a bi-model student population. Roughly, 40% of our students are "out of state." They are typically at a much higher SES level than our commuter population (which is typically much lower income, first generation, etc.). This means that our student population is quite varied, which creates challenges to generating learning opportunities that all of our students can access.

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

Many of the questions were hard to interpret, so we suggest simplifying the questions. We also found repetition of questions with only subtle differences. Therefore, lots of repetition in our answers was required.

Some of the questions appear to have been written to be answered by elite, wealthy institutions. Our public institution, situated in a relatively low socioeconomic state that has limited legislative support for higher education, is very far from an elite wealthy institution. Talking about "islands of poverty" doesn't reflect our reality.

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

In order to better understand the institutionalization of community engagement in higher education, we would like to make the responses in the applications available for research 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

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

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

Community Partner Name	Golden Eagle Audubon Society
Community Partner Contact	Sean Finn
Email	a.gentilis@gmail.com

Partner #2

Community Partner Name	Micron Technology, Inc.
Community Partner Contact	Brittany Sanders
Email	brittanysand@micron.com

Partner #3

Email	robyn@minidoka.org
Community Partner Name	Friends of Minidoka (FoM)
Community Partner Contact	Robyn Achilles

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

Partner #4

Email	kurt_ikeda@nps.gov
Community Partner Name	Minidoka National Historic Site (U.S. National Park Service)
Community Partner Contact	Kurt Ikeda

Partner #5

Email	Terra.Rossetto@rescue.org
Community Partner Name	International Rescue Committee (IRC)
Community Partner Contact	Terra Rossetto, IRC site coordinator

Partner #6

Email	sara.nord@boiseschools.org
Community Partner Name	Boise School District Community Schools
Community Partner Contact	Sara Nord

Partner #7

Community Partner Name	St. Luke's Regional Health System
Email	flinthil@slhs.org
Community Partner Contact	Hilary Flint

Partner #8

Community Partner Contact	Robert Selzler
Email	robert.selzler@idla.k12.id.us
Community Partner Name	Idaho Digital Learning Alliance (IDLA)

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

Partner #9

Email	sarahstrickley@cw.edu
Community Partner Name	College of Western Idaho (CWI)
Community Partner Contact	Sarah Strickley

Partner #10

Community Partner Contact	Don Henderson
Email	dhenderson@apple.com
Community Partner Name	Apple Community Education Initiative (Apple CEI)

Partner #11

Community Partner Name	Opearent (https://Opearent.org)
Email	chad@opearent.org
Community Partner Contact	Chad Houck

Partner #12

Community Partner Name	Rural Education
Community Partner Contact	Bayard (Bags) Brokaw from High Desert College Collaborative (a non-profit that we partner with on the Early Aspiration Workshops)
Email	bagsbrokaw@gmail.com

Partner #13

Community Partner Name	Rural Education
Community Partner Contact	Tim Perrigot, superintendent of Wendell School District, we partner on several projects
Email	tperrigot@wendellschools.org

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Boise State University on 9/14/2022. Last modified on 5/16/2023.

Partner #14

Community Partner Name	Homeless
Community Partner Contact	Maureen Brewer, Senior Manager Housing and Community Development, City of Boise
Email	mbrewer@cityofboise.org

Partner #15

Community Partner Name	Homeless
Community Partner Contact	Ali Rabe, Executive Director
Email	ali@jessetreeidaho.org