

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

Submitted by North Carolina Central University on 10/5/2022. Last modified on 5/17/2023.

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).

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Last Name

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Title

Assistant Vice Chancellor for International Programs and Community Engagement

Institution

North Carolina Central University

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Nursing 3132

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City

Durham

State

NC

Zip Code

27707

Full Name of Institution's President/Chancellor

Johnson O. Akinleye

President/Chancellor's Email Address

johnson.akinleye@nccu.edu

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

5649

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

1224

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

1429

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

366

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.

After our 2015 Carnegie Reclassification, the North Carolina Central University (NCCU) Office of University Accreditation prepared initiated their SACS-COC Self-Study Report (January 2017) and determined that although the Office of Community Engagement (OCES) had been an important leader in the field and instrumental across campus, the need to go from policy to regulation was essential. The regulation and its definitions were approved by the University Undergraduate Curriculum Committee and the Academic Planning Committee, made up of various stakeholders within the university's Academic Affairs unit.

NCCU's definition of community engagement is found in university regulation 10.01.6 "Community Engagement Academic Graduation Requirement Regulation," Section 3. Definitions
<https://www.nccu.edu/policies/retrieve/44>

Approved in February 2019, the purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

This regulation also defines the following terms:

3.2 Community: Although NCCU is certainly a community, the term is used to refer to individuals, groups, and organizations external to the campus. The scope of community extends beyond local entities, to state, regional, national, and global entities.

3.3 Community Engagement: As per the Carnegie Foundation, community engagement refers to, "The collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity."

3.7 Community-based learning. This term is broadly defined to include service in which students serve with community partners and/or in a community context. It refers to a service experience that connects what is being taught in the classroom to the surrounding communities. The community-based service is motivated by the belief that all communities have intrinsic educational assets and resources that can enhance service-learning experiences for students.

3.8 Community-engaged service. This term refers to experiences that allow students to engage deeply in their own learning, to practice the transfer or application of knowledge across contexts. These experiences are ones that "combine learning goals and community service in ways that can enhance both the student growth and the common good."

The University's mission of "developing students of character through rigorous academic training and a commitment to public service" indirectly incorporates the above definition. Examples of units across campus who utilize the definition and concepts include the Division of Student Affairs (<https://www.nccu.edu/dsa/engagementstudent-engagement-leadership>); the

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Division of Institutional Advancement; the Department of Athletics; (https://nccueaglepride.com/sports/2010/6/29/ATHL_0629105213.aspx); the Four Goals of the 2019-2024 Strategic Plan (<https://issuu.com/nccentraluniv/docs/north-carolina-central-university-s pp 12-14>); and the Chancellor's Eagle Promise (<https://www.nccu.edu/leadership/office-chancellor/eagle-promise>) which is articulated at all public appearances.

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.

NCCU in Durham, NC is a Historically Black College/University (HBCU) in affiliation with the Chautauqua movement, founded in 1910 by Dr. James E. Shepard, a pharmacist, civil servant, educator, and a member of Durham's Black Wall Street. Located in the Hayti district, (<https://www.wunc.org/arts-culture/2019-03-20/the-history-of-hayti-the-anchor-of-durhams-african-american-neighborhood>) the institution was established as a religious training school and Chautauqua for the Colored Race, then later in 1923, it became the nation's first state-supported liberal arts college for African-American students.

Through his leadership as President from 1909 until his death in October, 1947, our founder's belief was grounded in servant leadership, which is a model that has been practiced for over 100 years later. The university has adopted three different mottos in its history, with "service" as the root of each one: I Serve (1911-1928; 1935-1995); Service-Truth (1929); and Truth & Service (1930-1934; 1995-present)

Dr. Shepard stated, "Every university has a motto, "Truth and Service," NCCU's motto, stands as a guide for our curriculum, our policies and our day-to-day practices. It means many things. The search for truth is an unending search for a higher sense of perspective. On a more practical level, truth is information; something you must never stop seeking. Service is our purpose. Service to humanity provides a measure for everything we do. But service is also an abstract, a sound ethic upon which to base our action. In business, as well as lifestyle, our actions and interactions must be based on service to humanity."

Until the urban renewal project for the development of the Durham Freeway in 1962, which divided our community, there was never a perception of a "town gown" relationship. (<https://www.crf-usa.org/images/t2t/pdf/nc/Hayti1.pdf>)

The university was the community, and the community was the university. The first section of the road, completed in 1970 around downtown Durham, extended from Chapel Hill Street to Alston Avenue and resulted in the destruction of a portion of the Hayti neighborhood though a Department of Transportation (DOT) engineer said, "the neighborhood likely would have been torn down anyway".

NCCU is a unique southern regional college in the tobacco-growing piedmont of the state in the shadows of Duke, UNC-Chapel Hill, and NC State. According to the 2019-2020 NCCU Fact Book, our institution serves students Black (74%), female (69%), Pell-grant qualified (>50%), primarily from North Carolina (84%), and many of whom are first generation college students. In addition, the student body reflects a microcosm of the world. NCCU is military-friendly, (<https://greaterdiversity.com/nccu-recognized-on-list-of-military-friendly-schools/>), LGBTQ and LatinX inclusive. (<https://spectrumlocalnews.com/nc/charlotte/news/2021/09/15/nccu-sets->

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example-for-lgbtq--inclusion)

(<https://www.lambdapichi.org/news/337623/Latina-Based-Lambda-Pi-Chi-Sorority-Expands-to-HBCU.htm>)

At NCCU, we pride ourselves in having student-focused, reputable, respected, vigorous, and accredited programs; diversified, culturally competent faculty; a welcoming, nurturing, and family environment; lower tuition; a rich history of Truth & Service where students earn professional work experience through internships and community engagement; and a Social Mobility Index of 7.9%—educating more economically disadvantaged students from family incomes below the national median and graduating them into good paying jobs—ranked #111 out of 1,414 universities.

(<https://www.nccu.edu/news/nccu-tops-us-news-world-report-2020-rankings>)

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

NCCU is a selective, liberal arts, and public college located one mile from downtown Durham. The university became a part of the University of North Carolina system in 1972 and offers programs at the baccalaureate, master's, professional, and doctoral levels. The urban campus of 7,600 students is listed on the National Register of Historic Places, governed by a thirteen-member Board of Trustees, and our faculty and staff demonstrate a commitment to the educational benefits of a richly diverse community. Durham ("Bull City") is a city of 300,000 residents, located in the east-central Piedmont region, "Research Triangle," and part of the Raleigh-Durham area, which has a population of over 2 million. Durham is thirty-minutes from the state capital, Raleigh, and two hours from Charlotte, the largest city in NC. Durham offers many cultural and recreational opportunities, and its international airport offers 54 non-stop flights including 6 international destinations.

(<https://datausa.io/profile/geo/durham-nc/>) Despite the City's recent population growth, increased tax-base, and presence of major employers such as Duke University, Blue Cross/Blue Shield; GlaxoSmithKline; Fidelity Investments; Google, Amazon, etc., the historical legacies of slavery, Jim/Jane Crow, and institutional discrimination persists. (https://fpg.unc.edu/sites/fpg.unc.edu/files/resource-files/durham_final_web.pdf) This is manifested in a variety of ways to include Duke University's \$12 billion-dollar endowment versus NCCU's endowment of less than \$75-million due to years of neglect and underfunding by the State; gentrification; mass incarceration; unemployment, household income, and infant mortality just to name a few. As an example of these disparities, the city's demographics are quite telling in that the Durham public schools are African-American: 38.5%; Latinx: 34.3%; White: 19.4%; American Indian, Asian, Hawaiian-Pacific, Multi-racial: 7.8%. However, the city itself is White: 48.43%; Black or African American: 37.48%; Asian: 5.37%; Two or more races: 5.11%; and other races: < 4.00%. (<https://www.dpsnc.net/domain/78>) Although one can argue that Whites, particularly affluent ones, have fewer children thus their numbers are less within the public school system suggesting their escaping to private or out-of-district schools to avoid interactions with non-whites. (<https://ncn ewswire.com/2018/08/22/new-report-details-racial-inequality-poverty-and-gentrification-in-durham/>) Enduring racial, gender, and social inequities have been well documented in Durham.

(<https://www.durhamnc.gov/DocumentCenter/View/29759/Understanding-American-Economic-Inequality>) According to the 2000 Census, white per capita income was \$23,237, while for African American and Latinos, it was \$13,548 and \$11,097, respectively. There are similar gaps in wealth, education attainment, health care, criminal justice, technology, and other areas. (<https://www.census.gov/quickfacts/durhamcountynorthcarolina>) North Carolina youth have a high level of confidence in their civic engagement skills, but their levels of political involvement and knowledge of government are low. For example, less than 10% correctly named both their United States Senators. (<https://www.ncdemography.org/2021/10/18/north-carolinas-hispanic-community-2021-snapshot/>) Community partners provide essential experiences for students. Through in-person and virtual service opportunities, partners provide significant support, management, and implementation

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of various outreach opportunities. As a result of these partnerships, NCCU students, faculty, staff, alumni, along with community members have built homes for deserving families; installed solar panels for indigenous families, (<https://www.sandiegouniontribune.com/communities/north-county/sd-no-students-solar-20170316-story.html>) supported disaster areas with debris clean ups, restoring homes, and providing water distribution; virtual events (<https://www.nccu.edu/news/hurricane-dorian-relief-drive-sept-16-19-2019>) provided no-sew blankets for veterans and sick children; and provided meals to national and international families.

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.

The service-based mission was adopted by the board of trustees in 1994, causing Chancellor Julius L. Chambers to have two objectives which he believed were critical to making the mission a reality. First, the need to revise general study requirements for first-year students and sophomores to include service components in core academic curricula, and to require a minimum of 120-hours in total of community service volunteerism as a condition for graduation. Second, to establish the Community Service Office, later renamed the Community Service Program, as a liaison between the university and community agencies. The Community Service Program provided support to students, faculty, staff, and alumni, through a variety of means to help incorporate service-learning into all academic courses; supported the development of university-community partnerships to improve the local urban community; and aided in the creation of awards and university-wide activities to encourage a service ethic on campus. In 1995, the Community Service Program was formally adopted as part of the university curriculum.

Moreover, NCCU became the first HBCU in the nation to require their students to complete fifteen community engagement hours per semester to graduate. The Office of Community Engagement and Service (OCES) was established in 1994 to help facilitate this requirement and promote NCCU's commitment to mutual learning and meaningful outcomes in service, research, and creative activities. In addition, the community service requirement further institutionalized NCCU's motto "Truth and Service."

The Community Service Program, now the Office of Community Engagement and Service (OCES), is aligned with the academic curricula and reports to the Provost and Vice-Chancellor of Academic Affairs. Although OCES is responsible for documenting engagement and service, Student Engagement and Leadership within Student Affairs also offers co-curricular programming for students. Additionally, community engaged, and community-based research is a focus of the Office of Research and Sponsored Programs.

NCCU continues to expand its teaching, research, and engagement opportunities as a sister institution of the University of North Carolina system. In alignment with the overall strategic plan, Higher Expectations 2017-2022, goal for Economic Impact and Community Engagement, "Our institutions have sustained impact on state and regional economies through the students they attract and teach, the research they perform, the innovation they encourage, the people they employ, the services they offer, and the partnerships they build with their communities and across the world. The University can enhance economic impact and community engagement by preparing graduates to be well-rounded citizens and lifelong learners; improving quality of life; investing in foundational research... and deepening sustained partnerships that strengthen local communities and the state's economy."

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NCCU is rooted in the belief that the measure of its success as a community engaged university is in its students' success. "The Eagle is no common, ordinary barnyard fowl," Dr. Shepard explained. "And while a Sparrow clings to its flock, an Eagle soars alone." Our alumni demonstrate how our core value of engagement manifests itself in the greater good of communities as reflected by these weblinks:

(https://www.durhamcountylibrary.org/exhibits/dcrhp/events/royal_ice_cream_sit_in_1957/)
(<https://www.bpr.org/tags/mickey-michaux>)
(<https://www.nccu.edu/news/passion-sports-leads-alumnus-establish-non-profit-pittsburgh-youth>)
(<https://www.nccu.edu/news/human-sciences-graduate-leads-non-profit-support-youth>)
(<https://hbcubuzz.com/2017/03/nccu-alumna-starts-non-profit-prepare-young-ladies-college/>)
(https://www.nccu.edu/news/broccoli-city-festival-founder-brandon-meachern-address-nccus-fall-2022-graduates?fbclid=IwAR388tHQDKdl07K36gDWqAuDa4Uucq-hgTvMXzpNxTxRMpMa_4n1g2SDnPA)
(<https://goodr.co/our-story/>)

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-19 pandemic, several of our community partners were unable to sustain their organizations as they were structured to provide direct support for underserved populations, thus reducing the amount of support services for residents with the greatest need. Many clients did not have access to technology and many of the organizations were unable to pivot to a virtual support option for clients, but despite these challenges NCCU's commitment to work with the community has been unwavering. For example, during the pandemic, there was significant learning loss for students. We know that this learning loss can have implications for the school to prison pipeline and high school graduation rates. OCES needed to work more closely with non-profit organizations to provide solutions. OCES worked with the Union Baptist Church - After-School Academic Enrichment (ACE) Tutoring Program, to provide virtual, one on one tutoring for youth in the community. This became the model solution for other non-profits in the area as a method to ensure safe and effective support.

From an administrative perspective, during the pandemic, waivers were created with the support of the university Legal Department to ensure the safety and well-being of NCCU students, community partners and the clients served. All partner agreements were modified to fit COVID requirements for student support.

The University of North Carolina (UNC) System and NCCU response to the pandemic was a complete closure of the residence halls and academic buildings. We quickly shifted from in-person to online instruction. The usual social interaction and engagement with our students occurred in virtual environments. For example, after multiple racially motivated killings, NCCU held several virtual discussions and town hall meetings to provide an outlet for our students to process their feelings and emotions. These discussions led to an increase in students' desire to dispel misinformation and spur their activism.

What we also noticed during this time was an increase of the spread of misinformation, gerrymandering, and loss of polling sites on university campuses. As a result, the university's response was to consider enhancing the level of civic engagement at the university.

Thus, we established the Civic Engagement Working Group. This student-led collaborative was comprised of staff, faculty, athletes, alumni, and community organizations. The pandemic forced us to create a centralized calendar of civic engagement events and increase our usage of virtual technology and social media to maintain

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the same level of engagement that was achieved prior to the pandemic.

Lastly, since the last classification, NC experienced four hurricanes plus tropical storms. The impact was felt by NCCU faculty, staff, students, and neighborhoods surrounding the campus. There was property loss, disruption to teaching and learning and continuing mental health concerns related to these events. NCCU's responded by providing supportive services to students, hosting several essential items collection drives, connecting with community partners to support their efforts, providing winter break experiences for staff and students and alternative break experiences for students. (<https://www.nccu.edu/news/hurricane-dorian-relief-drive-sept-16-19-2019>)

SECTION 3: Quality of Community Engagement Relationships

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

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

The first systematic strategy used to educate the faculty and staff was to provide our definition of a mutually beneficial and reciprocal partnership. Faculty and staff received communication that outlined the following criteria for inclusion as a community-university project or partner involved in a project:

Are there partners from BOTH the university and another non-university sector (but NOT an academic disciplinary society)? The intention is to identify connections to entities external to higher education.

Are there expressed goals and anticipated and/or achieved outcomes for the university and community partners?

Is knowledge or expertise being exchanged across the university and community to meet the goals of the activity?

Does the project address a specific community interest?

(<https://drive.google.com/file/d/1wMCxNDfmA-7c5SpjUnqhhLXtIhJiUpDB/view?usp=sharing>)

The second strategy was the development and implementation of a memorandum of agreement (MOA). This MOA is NCCU's legal document describing the partnership between a community agency and the university. It ensures a mutual understanding of agreed upon goals and objectives regarding community engagement. https://drive.google.com/file/d/1mLn1i4uEz7nck2Tt6hvGhuuQZtOoDZ2/view?usp=share_link

The third action was the development and distribution of a partner guide that provides strategies for a successful partnership.

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(https://drive.google.com/file/d/1rhGXL8uAnfqGADbOCHDvhcfazEOu3ddo/view?usp=share_link)

These three strategies allow for a successful partnership experience.

The systematic actions and strategies to ensure faculty and staff are building academic-community partnerships that center mutuality and reciprocity are embedded in the approach to how students earn and faculty award community service hours. The measures our Office of Community Engagement takes to train staff in the process of attributing community service hours to students and educating students in the process of earning community service hours engenders mutuality. The student must understand and learn how community service is cultivated, and why it is important to serve the host partner. The nature of reciprocity is inherent in this understanding. The reason the student is serving the partner is to return to the course materials in their Service Learning (SL) courses and assimilate the course content in the logistics and application of the student service to the host partner.

The Partnership Symposium is the conduit for disseminating the effectiveness of the strategies. During the 2019 Partnership Symposium, the Office of Institutional Analysis (formerly the Office of Research, Evaluation and Planning) presented assessment information to the community partner constituents.

(https://drive.google.com/file/d/1IPKootHVbNndtTYAGGAQYCAN-7dhzsjQ/view?usp=share_link)

In addition to discussing characteristics of the NCCU students, data from the partnership survey was shared that highlighted the experiences, knowledge, skills, and abilities gained by the students from the community partnerships. (https://drive.google.com/file/d/1kFcDk1HKUGdtzjDyksRzjFB94d4sl29V/view?usp=share_link)

Community engaged partners are apprised of activities in two ways, directly from the campus representatives of units with whom they partner, and through communications of the general campus press releases, student, faculty and staff activities and campus events. The campus press releases are written and dispersed by the Office of Communications and Marketing. The information is sent weekly, with strategic postings and announcements as needed.

To ensure community partners' voices informed institutional planning, NCCU engaged external partners in focus group interviews. In the Spring 2018, focus group interviews were conducted as a part of the 2019-2024 Strategic Plan process. One of the focus group interviews was made up of members from partner organizations.

NCCU is accountable to multiple constituent groups – students, alumni, staff, faculty, administrators, recruiters, employers, partner organizations, community groups and North Carolina citizens. Constituent group members were invited to provide input on the direction and focus of the strategic plan by participating in one of 25 focus group sessions and by responding to a survey administered to these groups. Feedback was used to refine the Planning Committee's work and prioritize the objectives and strategies included in the 2019-2024 Strategic Plan.

(https://myeol.nccu.edu/sites/default/files/2019-08/NCCU_Strategic_Plan_2019-2024.pdf)

Community Partners were part of the planning and design of institutional activities, on the department and college level. An example is a 2019-20, 2021-2022 and 2022-23 event programming session with Hayti Heritage Center, <https://hayti.org/>, where annual events for Dr. Martin Luther King, Jr. holidays, Black History Month, Hayti Black Film Festival, and Women's History Month are planned in tandem with the Departments of Art; Music; and Theatre and Dance are scheduled for public and community engagement activities, (<https://hayti.org/nccus-departments-of-music-theater-and-dance-and-art-mlk-celebration/>)

The input of the team of the Artistic Director of the Hayti Black Film Festival created the opportunity for the

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Marching Band drumline to open for the festival, and Teaching Artist Certificate Program alum, Angel Dozier developed community leadership programs and held meetings for participants to convene the NCCU School of Business (Entrepreneurial Chair) to organize a program with support from the City of Durham.
<https://engage.nccu.edu/eagle-stories?hsLang=en>

c. At the pandemic's outset, OCES sent campus partners a survey to assess their ability to maintain services for clients. The survey revealed:
53% of our partners did not close in response to COVID-19 policies; however,
47% of partners temporarily closed their organizations in response to COVID-19.
80% of our partners had non-contact telephone, email options to provide services prior to COVID-19 versus 20% who did not have non-contact options.
93% were able to continue to provide service and 7% were unable to provide services.
33% indicated they had access to CARES ACT funds, 33% did not have access and 33% were unaware of CARES ACT funds.

Partners revealed these challenges: clients lacking access to technology; shifting their entire service model; switching to more telephonic; using social media; lack of staff.

When asked what resources they needed to continue in a virtual environment, partners indicated the need for laptops, zoom accounts, funding for staff, ways to virtually serve the community, and volunteers to support.

Partners shared how NCCU could best support them, and our response was to provide student volunteers in virtual capacity; provided information session on the CARES ACT funds; training on Zoom use and social media platforms.

OCES also shared the community needs with Executive Leadership to make them aware of the concerns so they could aid partners based on the department's ability to support.

It was reciprocal and mutually beneficial to both NCCU and the community partners because it reduced the barriers for our partners and increased the virtual opportunities for our students.

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.

Since 2015, NCCU has administered the Community Engagement Project survey (<https://drive.google.com/file/d/1wMCxNDfmA-7c5SpjUnqhhLXtIhJiUpDB/view?usp=sharing>), which collects information regarding community-engaged activities, which resulted in 470 projects submitted in 2012-2013, yielding 365 projects meeting the criteria. For the 2018-2022 period, 186 responses were submitted to the survey, yet only 56 projects were eligible for inclusion. The reasons for this include less campus community-engaged activities were performed due to the 2020 pandemic, a lack of formal signed Memorandum of Agreements between campus departments and community partners, a change in signature MOA authority, a loss of institutional knowledge from changes in OCES leadership, university-wide staff turnover in critical positions, and a less aggressive marketing campaign to secure survey all resulted in a significant drop in qualifying projects. Although the projects decreased, their quality increased.

In 2012-2013, 48% of the community-engaged projects focused on teacher/student learning, versus 44% in 2018-2022. Examples include teaching courses, one-on-one teaching, demonstrations, teaching of other faculty,

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discussion sessions in the dormitories, etc. Off-campus teaching (courses or lectures for the government, community groups, hospital groups, research societies, other colleges, and universities, etc.) are also considered here.

In 2012–2013, 33% focused on public service, versus 23% in 2018–2022. Examples include the use of expertise to participate in local community, state and federal government review panels and committees; to respond to solicitations for advice in developing public policy; to help government agencies organize research meetings, brief legislative staff on current issues, testify at hearings regarding proposed bills, serve on government delegations to foreign countries, etc.

In 2012-2013, 8% community-engaged projects focused on research or creative activities, versus 22% in 2018-2022. Examples include research that usually refers to scholarly investigative endeavors, while creative activity usually describes activities in areas of the humanities and the arts, such as music composition/performance, theater/dance, and creative writing.

In 2012-2013, the top three primary foci of the community projects were 13% Public Service, 9% Public safety, security, crime, violence, law, corrections, 8% equity, diversity, inclusion of underrepresented populations. In 2018–2022, it was equity, diversity, and inclusion of underrepresented populations at 9%; health/ wellness, healthcare, mental health 8% projects; Student Success 7%; and K-12 Education 7% projects.

In 2012-2013, the primary forms of activity outlined by the community projects included education 11%; service projects 10%; Experiential Service Learning 10%. Conversely, from 2018–2022, the primary forms of activity outlined by the community projects included education 11%; Instruction and Professional Development 10% activities; Educational resources/programs 9% activities; Research Creative Activities 7%; Clinic or Service 7% projects or activities; and Advocacy 8% projects.

Mechanism for measuring the quality of the community-engagement could still be developed to dive deeper into the pool of respondents beyond the lead person(s) at the community organization. For example, development of a rubric to assess the quality of community-engagement, surveying the audience and partner organizations about the experiences they participated in organized between NCCU and the organization (e.g., Durham Arts Council or NC Art Museum).

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).

NCCU gathers demographic information about the communities in which our partner organizations work with US Census data, City of Durham data, and Durham Public Schools (DPS). We use racial, social economic class disaggregated data to inform our assessment and planning practices.

For example, the racial composition of Durham public schools is African-American: 38.5%; Latinx: 34.3%; White: 19.4%; American Indian, Asian, Hawaiian-Pacific, Multi-racial: 7.8%. <https://www.dpsnc.net/domain/78> Enduring racial and social inequities have been well documented in Durham. According to the 2000 Census, white per capita income was \$23,237, while for African American and Latinos, it was \$13,548 and \$11,097, respectively, <https://www.census.gov/quickfacts/durhamcountynorthcarolina>. NCCU has a partnership with six elementary schools, known as the "Eagle Village Schools". These six schools had a 99% free lunch rate, (<https://w>

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www.dpsnc.net/site/handlers/filedownload.ashx?moduleinstanceid=505&dataid=106074&FileName=2020-2021_Free_and_Reduced_Statistics_-_State_Report.pdf)

The OCES used demographic information to identify the schools to work with the America Reads program. America Reads, (<https://www.nccu.edu/oces/america-reads-program>), is a Federal Work Study Community Engagement Program administered by OCES. The program has a national literacy effort seeking one million volunteer tutors – working in their communities to help children read on grade level by the end of the third grade. Further, tutors encourage students in the subject area of Reading, and support children in their intellectual and academic development. Tutors work directly with kindergarten through third grade students to improve their reading proficiency skills. Tutors perform one-on-one work with individual students, group work, or class activities. The Eagle Village student participants complete a pre-test and post-test to assess their reading levels. OCES uses the result of the assessments to inform the level and frequency of engagement that each tutor needs to perform with the student. For example, if a second-grade student's pre-test results indicated that their reading was on a kindergarten level, it requires the tutor to change the level of intervention for that student.

Further review of the demographic information, and to provide holistic support, NCCU decided to sponsor the following food assistance programs: Backpack Buddies and Snack Closets. With the pandemic's onset (2020-2021), NCCU could not continue the one-on-one in-person support of the Eagle Village students, <https://www.nccu.edu/events/power-reading>. Learning loss during the summer months was identified by DPS. Therefore, NCCU decided to create videos of students, faculty, staff, and administrators who look like the population of students we serve. (https://www.youtube.com/watch?v=-snK06sluyg&list=PLelaQ5FAdsGR0mYkpL_9HC8qf5TFjLkMu)

Our second example was in response to the COVID-19 public health emergency, whereby NCCU established the Advanced Center for COVID-19 Related Disparities (ACCORD). This study engaged the community to directly reach underserved minority populations at highest risk of COVID-19 that permitted assessment of vaccine hesitancy (which was much higher than national estimates), driven in part by distrust, and safety concerns, (<https://covid19.ncdhhs.gov/dashboard>)

North Carolina has 100 counties that vary widely with respect to population density, rurality and urbanicity, race/ethnicity, and socioeconomic and health indicators. As an HBCU, NCCU has fostered trusting and collaborative relationships with Black underserved communities for decades. Building on these partnerships, ACCORD facilitated COVID-19 testing and surveying programs in nine counties that represent economically distressed, and Health Research Services Administration (HRSA)-designated medically underserved areas.

ACCORD identified residents as community facilitators and leveraged existing health resources such as public health departments in each county to garner community support for COVID-19 testing events. ACCORD hosted 32 testing events at locations carefully selected by community facilitators to provide access in otherwise COVID-19 testing deserts. Testing events occurred between August 27, 2020, and December 15, 2020.

ACCORD COVID-19 testing events took place in the parking lots of churches, schools, and similar venues that accommodated drive-through testing. ACCORD partnered with health departments and other service providers to collect nasal swabs for PCR tests.

The sample comprised 948 participants including 27.7% Whites, 59.6% Blacks, 12.7% Latinx, and 63% female. 32% earned <\$20K annually, 60% owned a computer and 80% had internet access at home. The prevalence of vaccine hesitancy was 68.9% including 62.7%, 74%, and 59.5% among Whites, Blacks, and Latinx, respectively. Between September and December, the largest decline in vaccine hesitancy occurred among Whites (27.5

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percentage points), followed by Latinx (17.6) and only 12.0 points among Blacks. 51.2% of respondents reported vaccine safety concerns, 23.7% wanted others to get vaccinated first, and 63.1% would trust health care providers about the COVID-19 vaccine.

This study engaged the community to directly reach underserved minority populations at highest risk of COVID-19 that permitted assessment of vaccine hesitancy (which was much higher than national estimates), driven in part by distrust and safety concerns.

NCCU used the outcomes from the ACCORD study to inform the development of multiple subsequent studies:

BRAVE (Building Resiliency and Vital Equity) - Bidirectional community-engaged approach to build trust and sustained relationship/ partnership with Lumbee Tribe of North Carolina (Native American), (<https://ncadmin.nc.gov/divisions/american-indian-affairs>)

CARES (Center for Applied Research in Environmental Sciences) - Address the role environment plays on health, disease, and disproportionate impact on underserved populations.

PBERN (Practice Based Equity Research Network) - Transform and enhance practice-based research to achieve health care equity among North Carolina's most vulnerable suffering health disparities.

(<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0248542#sec009>)

(<https://www.nimhd.nih.gov/news-events/features/community-health/north-carolina-central-university-addresses-covid-19-disparities.html>)

(<https://www.nimhd.nih.gov/news-events/features/community-health/community-engaged-research-in-halifax-county.html>)

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?

The NCCU mission addresses developing leaders prepared to advance the consciousness of social responsibility and civic engagement in a diverse, global society. In 2018, The Academic Affairs Strategic Plan Task Force comprised of community partners and university faculty, staff and students developed the 2019 – 2021 Academic Affairs Strategic Plan

(https://drive.google.com/file/d/1I3c8PwdBdZWHSO2hH5mvXe-1F1S7Go_T/view?usp=share_link). This plan has incorporated a goal of promoting a community-engaged campus that supports sustainable social justice that NCCU aspires to achieve. To attain sustainable social justice, the engagement must be bi-directional from the community to the university and from the university to the community. Specifically, sustainability requires that programs and activities are developed with financial support, infrastructure, leadership, and student participation that can withstand changes inside and outside the university. Community-engaged research and service learning are two key components that promote social responsibility. To create the goals and objectives the task force gathered input through surveys and focus group interviews with students, faculty, staff, alumni, community members and partners. After the data from the surveys and focus group interviews were analyzed, the following objectives were developed and publicized:

Objective 5.1. Increase the synergy among units participating in social engagement.

» Assign oversight and promotion of the communications web site and social networks for community engagement activities to the Office of Community Engagement and Service.

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» Inventory programs, curriculum, service learning, and community engagement on an annual basis.

Objective 5.2. Incorporate service learning and social responsibility in the evaluation of teaching, research, and service.

» Include service and teaching activities that address social responsibility in unit annual reports.

» Include in job descriptions an emphasis on social responsibility and its support of the mission of the institution.

Objective 5.3. Provide incentives, recognition of, and rewards for faculty, staff, and students who engage in actions that demonstrate social responsibility.

» Establish a recognition award given by Academic Affairs.

» Establish incentives, recognition, and awards at the unit level.

Objective 5.4. Develop programs, curricula, service-learning activities, and community engagement events to promote sustainable social responsibility and economic development.

» Ensure that proposed programs will provide evidence of community engagement, social responsibility, and economic development.

» Expand annual symposia on community-engaged research with faculty and student presentations.

Each division leader and college or school dean, department chair and/or director aligned their unit goals and objective to the community engagement goal. The community engagement goal and objectives were tracked and measured in Task Stream, an assessment management system. At the end of each semester, university leaders provided interim reports. Annually, they reported on their final achievements.

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

When NCCU works in marginalized communities, and faculty are involved in community engaged or community-based participatory research, funds are used to hire community members to participate in surveys, data collection, or work with the research project in other capacities. Community Partners sometimes serve as co-Principal Investigators, collaborate and are given credit for their contributions. Sometimes gifts or gas cards are provided to the community partners who support research efforts. For instance, with the ACCORD research study conducted in NC rural counties, community partners were compensated for participation in the surveys. (<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0248542#pone-0248542-t001>)

Similarly, when community partners provide orientation and serve as co-educators for NCCU students, the quality of the students supporting their goals and objectives is improved with an indirect benefit of better service to their clientele.

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

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Community Partner Contact	Duke University Health Systems (DUHS) Lisa Barker RN, BSN. CCRN Clinical Nurse Educator Workforce Development and Clinical Affiliations 919-668-1646 Lisa Barker lisa.barker@duke.edu
Purpose of the Community-Campus Partnership	DUHS is a clinical affiliate providing experiential opportunities in athletic training, physical therapy, and occupational therapy in general and sports medicine practice.
Length of Partnership	8/15/2003 (20 years)
Number of faculty involved	2
Campus Partner (person, program, department, center, etc.)	College of Health & Sciences/ Kinesiology & Recreation Administration/ Elizabeth Jewell
Number of staff involved	
Number of students involved annually	51-60
Grant funding, if relevant	\$0
Impact on the campus	Community affiliates provide direct employment opportunities for graduates, positively impacting alumni engagement, employment outcomes and fiscal stability for the institution.
Impact on the community	Interns are offered entry level positions at affiliate sites after completing internships with 300 participants served.
Community Partner Name	Ambulatory Care; Fitness Wellness; Diet Fitness Hospital; Private Diagnostic Clinics
Provide one example as to how reciprocity is enacted through the partnership	Upon completing internships successfully, affiliate sites have trained, HR compliant personnel who are work ready and eligible for entry level positions.
Titles of Courses Linked to Partnership	KIN 4640, KIN 3202, KIN 3201 Directed Professional Experience, Orthopedic & Physical Assessment I & Directed Professional Experience, Orthopedic & Physical Assessment II
Project/Collaboration Title	Clinical Affiliate

Partner #2

Impact on the campus	The Department of Nursing needs Advance practice registered nurses, particularly in the specialty area of Pediatric and Maternity nursing, to serve as Clinical instructors (CI's). Without CI's students enrolled in the BSN program would not be able to complete practicum hours. Once students complete the BSN program, they can apply for employment in the UNC Health System.
Grant funding, if relevant	\$7,704.00
Project/Collaboration Title	Academic Practice Nurse Partnership

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Impact on the community	Develop new clinical instructors for the UNC Health system in the Maternity/Obstetrics and Pediatric nursing units.
Number of students involved annually	610
Number of staff involved	1
Provide one example as to how reciprocity is enacted through the partnership	The NC AHEC Nursing Clinical Partnership Project through the Clinical Education Partner (CEP) and Clinical Teaching Associate (CTA) programs created a community collaboration with UNC Hospital and NCCU Department of Nursing. This program prepares nurses in patient care to serve as clinical nursing instructors in an academic nursing program without leaving their clinical role in their practice organization - thus serving a dual role in the academic and practice organizations.
Number of faculty involved	1
Length of Partnership	(3 months)
Titles of Courses Linked to Partnership	n/a
Purpose of the Community-Campus Partnership	Collaboration between NCCU Department of Nursing and UNC Hospital to develop nursing clinical partners.
Community Partner Name	UNC Health and NCCU Department of Nursing Wake Area Health Education Center
Community Partner Contact	Hanna Biadulina Nursing Staffing Systems UNC Hospitals 101 Manning Drive, Chapel Hill, NC 27514
Campus Partner (person, program, department, center, etc.)	College of Health & Sciences Nursing Willie Stanfield

Partner #3

Purpose of the Community-Campus Partnership	Provide nursing care for adult residents of Alamance County that fall below the federal poverty level (FPL) based on household income.
Titles of Courses Linked to Partnership	14873 NUR 4102 Community Health Nursing
Project/Collaboration Title	Community Based Nursing
Provide one example as to how reciprocity is enacted through the partnership	This partnership allows students enrolled in Community Health courses to complete the required practicum hours for the course.
Impact on the community	Provide nursing services to residents of Alamance County that would not have access to healthcare. Number of participants: 50 per week (600)

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Community Partner Name	Open Door Clinic of Alamance County
Impact on the campus	This partnership explores the nature and scope of community health nursing practice. The focus is on providing care to individuals, families and aggregates using the levels of prevention as a framework. This experience provides the senior nursing student with experience providing care for uninsured individuals residing in Alamance County with a variety of chronic and acute conditions.
Grant funding, if relevant	\$0
Number of students involved annually	12
Community Partner Contact	Vonte Hedgebeth 1214 Vaughn Rd. Burlington, NC - 27217
Number of staff involved	
Length of Partnership	3 months
Number of faculty involved	1
Campus Partner (person, program, department, center, etc.)	College of Health & Sciences Nursing Willie Stanfield

Partner #4

Number of students involved annually	21-30
Impact on the campus	To make a significant difference in the Time of COVID-19, Peace Circles across the campus of NCCU now also address Mental Health issues and are called: Peace and Happiness Circles. Most recently we have organized 4 Circles this semester: Peace Consciousness and Mental Health, Connections and Mental Health, Inner Rhythm and Mental Health, and Poetry and Mental Health. Many students and faculty have been impacted by our efforts to address anxiety, depression, and stress and helped develop coping skills that enhance wellbeing and wholeness that underlies resilience, self-care, and community building.
Community Partner Name	Peace Covenant Gandhian & Peace Studies
Campus Partner (person, program, department, center, etc.)	College of Arts Social Sciences & Humanities Language and Literature
Grant funding, if relevant	\$0
Length of Partnership	12 years 4/21/2011 - present

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Impact on the community	Impact of project on student community far reaching by focusing on approaches to Peace Studies and raising the level of peace and civic consciousness on campus and beyond. Number of Participants: 22
Provide one example as to how reciprocity is enacted through the partnership	Dr. Darla Deardoff modelled Story Circles on our on-going Peace Circles at NCCU. We're developing networks face-to-face and virtually to raise the level of peace consciousness on campus and beyond through networking and intercultural story telling in Triangle and global communities.
Community Partner Contact	Dr. Darla Deardorff, Founding President, Bridging Divides through Story Circles d.deardoff@duke.edu
Project/Collaboration Title	Peace Circles Raising PEACE Consciousness/ STORY CIRCLES Building Relationships Across Differences
Number of staff involved	
Purpose of the Community-Campus Partnership	Monthly theme-based guided dialogues, open to students, faculty, administrators, community members to raise the level of peace consciousness
Titles of Courses Linked to Partnership	15527 EENG 1210-03 English Composition 2
Number of faculty involved	1

Partner #5

Number of faculty involved	
Purpose of the Community-Campus Partnership	Bus Stop and pedestrian improvements along Fayetteville and Lawson Streets.
Project/Collaboration Title	Better Bus Project-Fayetteville Street Corridor
Impact on the community	The outcomes of this project will make it easier to get to the bus stop, help riders feel more comfortable and secure waiting for the bus, and make improvements that will help speed up Go Durham Route 5 to make sure riders get to their destinations on time. Number of participants: 500
Provide one example as to how reciprocity is enacted through the partnership	Infrastructure improvements along Fayetteville Street Corridor benefit both NCCU students/employees and residents. The bus shelters and sidewalk improvements will be used by both the NCCU Community and surrounding neighborhoods. NCCU Transportation will use the transit shelters and Go Durham Transit to pick up riders. Students and residents received the benefit of having crosswalks and pedestrian count down signals at stoplights to ensure safe crossing of the Fayetteville Street.
Campus Partner (person, program, department, center, etc.)	Transportation Phillip Vereen

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Impact on the campus	Improved pedestrian access points at key crossings along Lawson Street and Fayetteville Street. Decorative crosswalks to realize a community connection to NCCU.
Titles of Courses Linked to Partnership	n/a
Community Partner Name	City of Durham Department of Transportation Go Durham Transit Go Triangle NCCU Facilities Department
Grant funding, if relevant	\$0
Length of Partnership	7 months
Community Partner Contact	Patterson Evian Assistant Director - Mobility Services City of Durham Department of Transportation Phone: 919-560-4366, ext. 36400 evian.patterson@durhamnc.gov
Number of staff involved	1
Number of students involved annually	12

Partner #6

Titles of Courses Linked to Partnership	n/a
Number of faculty involved	
Community Partner Contact	Delbert Jarmon Delbert_Jarmon@dpsnc.net Cell: 919-342-8615
Campus Partner (person, program, department, center, etc.)	Non-Academic NCCU Athletics Lucy Mason
Provide one example as to how reciprocity is enacted through the partnership	The students at W. G. Pearson had the opportunity to take a break from virtual learning during our Wellness Wednesday events by engaging with our student-athletes and getting to ask questions that they might not otherwise have the opportunity to ask. The questions also allowed for levity at a time when there was much uncertainty around what was happening in the world. Our student-athletes on the other hand, had an opportunity to explore their passions outside of athletics, which for some was the first time that they stopped to take the time to do so. For some of our students that were undecided majors, these events provided some clarity in their search for a major. For other students, it gave them the ability to connect with people outside of their immediate households, which was difficult during Covid.
Number of staff involved	1
Length of Partnership	10/21/2020 - 5/12/2021 (almost 7 months)
Number of students involved annually	101-150
Project/Collaboration Title	Wellness Wednesdays

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Impact on the community	Events took place on the 2nd and 4th Wednesday of each month. About 150 3rd and 5th graders participated weekly in these events, 20 student-athletes participated during the program, with 7 student-athletes participating more than once and 1 student participating in all but 1 event. Topics for the events included but are not limited to Anti-Bullying, Characteristics of a good leader, goal-oriented behavior, Identifying your talents and "Kindness/Caring - Safety during COVID-19.
Community Partner Name	WG Pearson Elementary School
Purpose of the Community-Campus Partnership	The purpose for Wellness Wednesdays Student-athletes regularly spoke to DPS elementary students about a variety of topics in virtual sessions during COVID-19 pandemic.
Grant funding, if relevant	0
Impact on the campus	This sparked a continued partnership between W. G. Pearson Elementary and NCCU Athletics. Since the inception of this opportunity, NCCU Athletics and W. G. Pearson Elementary have partnered on numerous projects each year to continue the relationship between their students and our student-athletes.

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.

While the number of partnerships submitted since the previous classification has decreased, the quality of the partnerships has increased. The following partnerships meet NCCU's criteria of high-quality partnerships as characterized below:

Commitment to mutual learning and sharing credit

Integrity

Trust building

Acknowledge history

Partner assets

Meaningful outcomes that are tangible and relevant to communities

Scholarship

Research

Teaching

Creative activities

Service

Development of reciprocal relationships that are sustainable

Creation of common language

Relationship building strategies

Understanding each other's cultures

Collaborative problem policy and solving

Maintaining system of accountability

Continuous improvement of partnership and outcomes

Decision making and conflict resolution

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Transformation at multiple levels and across sectors
Moving toward institutional engagement over time

The university's partnership and engagement initiatives continue to serve multiple constituents and deliver impact in various sectors locally and regionally. In reaction to national trends, the university has prioritized mental and public health, wellness, and the COVID-19 pandemic. Many of the newest partnerships reflect this trend. In addition, more partnerships have surfaced focusing on serving or engaging rural populations. While many engagement activities are in our local area (Durham County), we have increased activity in counties 50 or more miles away by 4%.

The COVID-19 pandemic also caused an institutional shift in information delivery and service options. More so than ever before, NCCU and its partners have used technology via new media, social media, and video conferencing to improve communication, reach underserved areas, and offer more options for service.

One of the service options provided to students was through the Health Equity, Environment, and Population Health Program (HOPE). HOPE was established in 2018 to address health equity, environment, and population health within three rural counties: Anson County, Cabarrus County, and Rowan County and has expanded to include seven more rural counties including Wake and Durham County. The HOPE program shifted in response to the COVID-19 pandemic and partnered with ACCORD to deliver COVID testing and vaccinations and conducted wellness surveys in those communities. HOPE and ACCORD have impacted thousands of NC citizens.

Another change from the previous classification is the creation of digital badges to track engagement. In 2021, NCCU adopted Credly, a digital credential management service, to offer digital badges. One of the first offerings was the Community Partners Development Certification (CPDC), a program offered by the City of Durham's Neighborhood Improvement Services (NIS). It is the only community-focused non-credit training course offered at NCCU that rewards completers with a digital credential. In addition, it is one of the only certifications of its kind in the country. (<https://www.durhamcommunityengagement.org/cpdc>)

The City of Durham and NCCU partners in other ways, including the Better Bus Project-Fayetteville Street Corridor, a partnership between the NCCU Facilities Department, the City of Durham Department of Transportation, Go Durham Transit, and Go Triangle. The Better Bus Project is a collaborative effort to improve bus stops and pedestrian improvements along Fayetteville and Lawson Streets. It improves transportation access and traffic flow for the community residents most affected by the sprawl of the growing campus. (<https://www.durhamnc.gov/4405/Fayetteville-Street-Corridor>)

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?

NCCU has adopted technology solutions to streamline processes and improve our partner relationships. Get Connected is a hub for volunteer scheduling, communicating, reporting, and engagement. Partners prefer its ease of use, which lets them post opportunities and track student volunteers. It captures qualitative and quantitative data, measuring the effectiveness of partnerships and events. Get Connected captures real-time feedback from participants as well. Data can be shared with the community via dashboards, demonstrating the impact of NCCU's volunteerism.

Using the data from Get Connected, project leaders and departments can highlight their best and most

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innovative partnerships, improve resource allocation based on the participation rate, and build awareness of the partnerships in an efficient and organized manner.

With the improvement in communication, the university can leverage those partnerships and involve them in other aspects of university life, inviting them to events, convocations, and performances. NCCU representatives support the many community and regional events and programs sponsored by our partners. Events and programs include town hall meetings, health-related events, academic programs, and lectures, and serve on commissions, committees, councils, boards, etc.

Get Connected encourages greater accountability among departments and project leaders since the results are readily available to the administration. Accountability, awareness, and real-time data collection are attractive to current and potential partners.

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

-- empty or did not respond --

OR upload a PDF copy of the letter below:

- [Chancellor's Letter of Support 2024.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.

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Annual addresses/speeches (maximum word count 500):

"Since North Carolina Central University's founding in 1910, community service and engagement has always been embedded in the DNA of the institution. Central to Founder Dr. James E. Shepard's vision was a firm desire to prepare students to enter the workforce with a strong sense of civic responsibility. Not only were the school's graduates charged to better the condition of their fellow man and woman, but to be model citizens and leaders in their communities. Today, Dr. Shepard's vision continues to flourish under the leadership of Chancellor Johnson O. Akinleye and his mantra, 'The Eagle Promise.' 'The Eagle Promise' provides student scholars with the assurance that by using the tools the university provides, they will receive a well-rounded education, which includes community engagement, on both a local and global scale. As the first school in the University of North Carolina System to require undergraduates to complete 15 volunteer service hours, or 120 hours by graduation, students have contributed \$5,080,863 to the Triangle Region."

Source: Chancellor Johnson O. Akinleye, First Missionary Baptist Church, Warsaw, N.C., January 20, 2020 (https://drive.google.com/file/d/1M0Vo6lWZRjAYoz9P7mcUQH60rGD-eAKs/view?usp=share_link)

- 1.) "...I immediately recognized the importance that service plays in all of our lives..."
- 2.) "...Dr. James E. Shepard, founder of North Carolina Central University, believed that service was critical to developing the whole student...."
- 3.) "From the beginning in 1910, Dr. Shepard incorporated service into the core of the university's mission and made that part of our motto: "Truth and Service." Today, our students, faculty and staff invest heavily in the Triangle community—the community where we not only learn and work, but where we also live and give back. Our student-service impact alone is impressive. During the 2018-2019 academic year, our Eagles volunteered more than 199,000 hours of service, valued at more than \$5.1 million dollars."
- #4.) "In my own life, I have come to recognize and value the gifts that service brings to me and the way it has shaped my life."

Source: Chancellor Johnson O. Akinleye, 75th Annual Founder's Day Convocation, Friday November 4, 2022 (https://drive.google.com/file/d/1yKZ7vJryeabu8Bo0Zx5R6v_ubYZJDzog/view?usp=share_link)

- 1.) "...we remain laser-focused on serving our community. Every student at NCCU is required to provide 15 hours of community service every semester, a commitment which has continued uninterrupted since 1996 - 27 years and counting. Like Dr. Shepard, owner, and pharmacist of the first African American drug store in Durham in 1895, the institution he founded serves at the forefront of providing care solutions more than 122 years later. In addition to our students' service hours, our faculty and staff researchers, who develop insight into health disparities and share hard-won expertise and resources with community-based organizations, are finding ways to live out our motto of "Truth and Service."
- 2.) "NCCU's teaching, scholarship and research are producing well-rounded leaders, productive members of society with a heart for service and the skills needed to build the 21st century."

Published editorials (maximum word count 500):

-- empty or did not respond --

Campus publications (maximum word count 500):

NCCU Chancellor's Report 2018-2019 (https://issuu.com/nccentraluniv/docs/nccu-chancellor_s-report-2018-19)

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“Community Outreach: External Affairs: “The Office of the Chancellor and the External Affairs Office formed the Chancellor’s Board of Visitors, a league of volunteers who will assist the chancellor in a range of activities on behalf of NCCU, including government relations, fundraising initiatives and public relations outreach, Continued to build relationships with elected officials, to facilitate university development, develop internship opportunities for NCCU students and other community initiatives. Represented the university on a variety of community boards, including the Durham Chamber of Commerce, Made in Durham, and the Durham Technical Community College Board of Trustees. Joined the City of Durham in participatory budgeting, where the NCCU community could contribute ideas and vote for community projects. Worked cooperatively with AT&T Inc. and student volunteers to help provide after-school meals to children engaged in Eagle Village”

The Eagle Promise Realized – Five Years in Review

(https://issuu.com/nccentraluniv/docs/eagle_promise_realized_five_years_in_review-issuu)

“Five years ago, on June 26, 2017, I had the honor of being appointed as the 12th chancellor of North Carolina Central University (NCCU) by the University of North Carolina Board of Governors. I took the leadership helm at a time when NCCU was in a period of high growth and innovation and primed for transformational change. Together with senior leadership, we identified and strategically mapped out six key priorities of focus that would take NCCU forward as a top-ranked regional institution and challenge us in the coming years. The Eagle Promise launched and showcased just how well we produce scholars who graduate in four years, become socially and globally engaged, gain experience in leadership skills and emerge as graduates who are job-ready or equally well qualified to proceed to graduate or professional school. The University of North Carolina’s Strategic Plan, Strategic Directions, was created to track all 17 constituent institutions’ metrics in nine key areas that include completion and graduation rates, degree efficiency and sponsored research dollars. In 2019, NCCU introduced our five-year strategic plan, “Charting a New Landscape for Student-Centered Success.”

Other (maximum word count 500):

NCCU Board of Trustees Report November 2022 meeting

(<https://myeol.nccu.edu/sites/default/files/2021-03/11.17.20-Minutes.pdf>)

“COMMUNITY SERVICE AND ENGAGEMENT Even in the midst of the COVID-19, NCCU is still recognizing important milestones in the life of the university. In October 1995, NCCU became the first institution in the University of North Carolina System to require students to complete 120 hours of community service before graduation. This year, we are celebrating our 25th year of this valuable program that exemplifies our motto of “Truth and Service.” Here are just a few stellar acknowledgements NCCU’s community service and engagement program has earned over the years:

☑ Recognition as a Community Engaged Institution by the Carnegie Foundation for the Advancement of Teaching; and

☑ Distinction on the President’s Higher Education Community Service Honor Roll.

The work executed by NCCU students has equaled millions of dollars in economic impact locally, with nearly \$4.6 million being invested during our 2019-2020 academic year alone. Special thanks is due to the Community Service and Engagement office, including Ms. Calleen Herbert who currently serves as its director.”

140th Commencement Script: (NCCU UNDERGRADUATE 140th Commencement Ceremony Dec 10 2022 Draft v3.docx)

“While this was a period of uncertainty and stress in many respects, there is an enduring lesson to take away from this season. Your resilience has been tested. Your perseverance has been tested. Take what you have learned over the past two years in particular to discover what may be a new or renewed passion—in your chosen career and in your life of service. You have already proven that you have what it takes to be an Eagle—one that is hopeful, insightful, brave and takes calculated risks...

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At the heart of our institution are women and men who commit themselves each day to teaching, research and service, while simultaneously building a university that delivers on The Eagle Promise, our commitment to our students' academic success and our promise to unlock their potential in a one-of-a-kind environment. We are grateful to each of you for bringing this commitment to life. This could not happen without you...

Will all recipients of NCCU's Student Service Impact Award, please stand? These students exemplify the university's motto of 'Truth and Service.' They are:..."

NCCU Homecoming 2020 Welcome Video message: (https://www.youtube.com/watch?v=Q1r7H_fn5lg)
"We have successfully strengthened the university and furthered our work of preparing students for the global marketplace. Commitment to the Eagle promise has not won we continue to produce scholars who graduate in four years become socially and globally engaged gain experience in leadership skills and emerge as graduates who are job ready or equally well qualified to proceed to graduate and professional school."

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.

North Carolina Central University (NCCU) is committed to providing all students with structured opportunities to develop academic and professional expertise applicable to real-life scenarios. Through the Office of Community Engagement and Service, the University offers students access to a diversity of community organizations through which these students can evidence institutional requirements in social engagement and service.

NCCU explicitly states its approach to community engagement and service. Specifically, NCCU's mission emphasizes its "strong tradition of teaching, research, and service" (NCCU Strategic Plan, 2019-2024, p. 8). (https://myeol.nccu.edu/sites/default/files/2019-08/NCCU_Strategic_Plan_2019-2024.pdf) During their academic programs, NCCU students develop knowledge, skills, and dispositions in transformational leadership that connects them as "global leaders and practitioners who transform communities." Students are required to evidence their impact in their natural and hosting communities.

NCCU's approach is also present in its vision statement. Central to its vision is the goal of becoming "recognized as one of the region's leading public universities known for academic excellence in a diverse cultural and educational environment" (NCCU Strategic Plan, 2019-2024, p. 8). This goal implies the preparation of students with a broader view of life and of their professional as contributors to their environments. At NCCU, academic excellence is not limited to classroom experiences, but also to out-of-the-classroom events that mutually enrich students' preparation in transformational leadership for the benefit of their "cultural and educational" spaces. Commitment to community engagement is an explicit strategy implemented across the institution.

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

When Chancellor Debra Saunders-White passed away in 2018, Dr. Johnson O. Akinleye was chosen to serve as the interim Chancellor for one year before becoming the permanent Chancellor. From 2018 – 2021 NCCU had two people serve as interim Provost and Vice Chancellor for Academic Affairs, Dr. Patrick R. Liverpool, and Dr. Yolando Banks Anderson before hiring Dr. Felecia Nave as the Provost for a brief period, and shortly thereafter

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Dr. David H. Jackson, Jr. Was appointed as the Provost and Vice Chancellor for Academic Affairs. Also, during this same period, the OCES experienced three leadership changes: Dr. Janice Harper, Assistant Vice Chancellor of the Office of Community Engagement and Service, retired in 2018 and Dr. Ontario Wooden subsequently became the Associate Vice Chancellor for Innovative, Engaged and Global Education in 2018. Later the division was restructured, whereby Dr. Wooden's responsibilities changed, and he became the Associate Vice Chancellor for Student Success and Academic Outreach. Following his departure, Dr. Kimberly Phifer-McGhee served as Associate Vice Chancellor for Extended Studies and Student Support. Each new leader came with different priorities. OCES priorities shifted to the pressing needs of office, including the need to do more with less, which impacted funding, office space, staffing, and transportation.

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

NCCU recognizes community and service-learning achievement in many ways:

The OCES hosts an annual Awards Banquet in recognition of students, faculty, and community partners for demonstrating excellent service in the community.

Students are awarded certificates and plaques for providing tutorial service through the America READS Program, Project Excellence Program and through field experiences.

Faculty members are awarded certificates and plaques for supporting their courses with a service-learning pedagogy by providing service projects connected to course contents. OCES community partners are recognized for their willingness to supervise and work with our students in assisting school-age children in the Durham Public Schools, Salvation Army, Boys and Girls clubs, etc.

Martin Luther King, Jr. Award recognizes individuals in the university and the larger community who exhibit Dr. King's dream by promoting humanity and service to mankind. Nominations received from the university community are reviewed by the MLK Day Observance Committee, which makes recommendations to the Chancellor for final approval.

Chancellor's Award for Academic Excellence recognizes a student who, in addition to academic excellence, "... demonstrates the capacity for real service to the nation."

Frances Kornegay Community Relations Award is presented to the student who "... made outstanding contributions to the NCCU campus and the larger community." (See page 46 in the link below)

<https://drive.google.com/file/d/1HjOumRub53aLrpHKKV7dFDehbnGNswl7/view?usp=sharing>

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

NCCU's commitment to community engagement and service is not limited to the philosophical statements of its mission or vision. In fact, the university ensures a comprehensive operationalization of its commitment to community engagement and service. NCCU Strategic Plan 2019-2024 reserves Goal 2 – "innovation, research and entrepreneurship, and service opportunities" and Goal 3 – "collaboration and partnerships", as key paths to promote the importance and benefits of community engagement and service activities. Both objectives illustrate

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the genuine spirit of NCCU's core value "Collaboration" (NCCU Strategic Plan, 2019-2024, p. 9) present since its foundation in 1910.

The university has implemented Goal 2 through four initiatives under Objective 2.4, to "build relationships with targeted community organizations to assist with community-based participatory research, entrepreneurship and service opportunities." (NCCU Strategic Plan, 2019-2024, p. 13). The central focus of this objective is to contextualize NCCU's community engagement and service initiatives through the following objectives:

Support community growth by focusing on entrepreneurial activity with the School of Business at the Millennial Campus site. (https://drive.google.com/file/d/1b-u2l_kEUUpoUIH3zsIJNtBZUxPmNQ5tH/view?usp=share_link)

Facilitate community outreach by formalizing partnerships with Durham Public Schools and other K-12 school systems.

Identify opportunities for NCCU personnel to serve on boards and advisory committees.

Pursue strategic opportunities for faculty, student, and staff partnership and engagement in innovative and entrepreneurial community collaborations.

As noted, these objectives focus on community support, community outreach via formal partnerships with public school systems, service of NCCU staff on board committees, and opportunities for entrepreneurial community collaborations. These objectives position the university as a key academic actor in the betterment and positive transformation of and in surrounding communities.

Goal 3, Collaborations and Partnerships, amplifies NCCU's work within its community engagement and social aims. Goal 3 is rich in diverse initiatives summarized in Objective 3.1. This objective seeks to "broaden partnerships locally, regionally, and globally." It also highlights the strategy to identify stakeholders with a shared interest in NCCU's success, involve institutions and entities for collaboration in partnership proposals, and secure close partnerships with local chambers of commerce, city and county governments, and legislative bodies. This objective leveraged NCCU's community engagement and service approach from a structural perspective. It brings together a variety of resources and individuals to "create a protocol for developing external partnerships that are linked to university priorities" (NCCU Strategic Plan, 2019-2024, p. 14).

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

A primary way that we emphasize community engagement is through 'The Eagle Promise,' a commitment to students' academic success by providing a one-of-a-kind environment that empowers them to champion their future. Among the principles that 'The Eagle Promise' is based on global engagement, leadership development and career readiness, which all encourage students to become active participants in their communities.

Global Relevance component of Eagle Promise Realized page: (<https://engage.nccu.edu/eagle-promise-realized/global-relevance>)

OCES page is linked from the Global Relevance component of the Eagle Promise Realized page, (<https://www.nccu.edu/oces/about#service-options>)

'The Eagle Promise' promotes a variety of opportunities that NCCU offers to students to engage with the community, including service projects, internships and volunteer work with the Office of Community Engagement and Service. Through these programs, students gain valuable experience, develop leadership skills, and make a difference in the lives of others.

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Invest Raleigh-Durham Spotlight on NCCU Chancellor Johnson O. Akinleye: (<https://www.capitalanalyticsassociates.com/spotlight-on-johnson-akinleye-chancellor-north-carolina-central-university/>)

NCCU also emphasizes community engagement through its partnerships with local organizations, neighboring universities, and businesses. The university works closely with these groups to identify areas where it can make a positive impact and develop programs and initiatives that address community needs.

Overall, community engagement is a core part of NCCU's brand message identity and framework. The university is committed to using its resources and expertise to positively affect society and to preparing students to become active and engaged members of their communities. The Eagle Promise is a key part of this commitment, and provides students with opportunities to develop leadership skills, serve others, and make a meaningful difference in the world.

Eagle Promise Realized page, including several examples of how NCCU alumni and employees exemplify the Eagle Promise: (<https://engage.nccu.edu/eagle-promise-realized>)

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.

Since 2018, the coordinating infrastructure supporting community engagement has grown exponentially. The Office of Community Engagement and Service, formerly the Office of Academic & Service Learning, has a new format that includes an internal list of liaisons for each division (Institutional Advancement, Administration and Finance, Academic Affairs, Student Affairs, Research and Economic Development, Public Relations Office and Office of Governmental and Community Relations) and a liaison for each college and school. The office's mission has expanded to include all aspects of community and civic engagement campus wide for students, faculty, and staff. In addition to coordinating community engagement activities, OCES launched a new website to highlight these efforts, (<https://www.nccu.edu/oces>)

With the development of the Millennial Campus, OCES centrally located office building was demolished, and staff were relocated to the Nursing Bldg. To realize the OCES mission, the staff was increased from three to four employees, with the newly created Assistant Director of Student and Civic Engagement Coordinator. The assistant director is responsible for planning, implementing and evaluating a variety of programming aimed at developing and strengthening student engagement at NCCU. In addition, the position will coordinate with campus counterparts to ensure consistent civic engagement and programming throughout the entire University. The reporting line has also changed with the hiring of an Assistant Vice-Chancellor for Community Engagement

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and International Programs. This new position provides greater support to the work of OCES. A newly re-constituted Advisory Group comprised of the faculty and staff guides OCES' efforts. Eventually, the group will expand to include students and community partners.

The Office of Student Engagement and Leadership (SEAL) within the Division of Student Affairs coordinates student organization community engagement efforts. The Coordinator for Student Organization and Fraternity/Sorority Life leads the Student Philanthropy Initiative, which is a collaboration between the Division of Student Affairs, Institutional Advancement and OCES. This campus-wide network came together to create the Student Philanthropy Committee. NCCU's philanthropy statement is the practice of social responsibility that seeks to positively impact the human condition through the provision of time, talent and treasure that includes act of volunteerism, fiscal contribution, stewardship, sustainability, and advocacy. Philanthropy committee student members acquire real-world knowledge and experience in philanthropy, fundraising, project management, marketing, and public relations.

The Office of Communications and Marketing (OCM), formerly Office of Public Relations, now plays a much larger role in community engagement by providing leadership and dissemination of information to the campus, community, and news media. It has enhanced NCCU brand by developing image building strategies designed to keep the public informed about the staff, students, programs, and activities. OCM publishes the NCCU Now magazine, whereby each issue has community engagement highlighted and distributed to nearly 40,000 alumni and donors. For example, one social issue is food insecurity where OCM has taken the lead in emphasizing the efforts of partners and alumni engaged in easing food insecurity, see 2019 NCCU Now article, "Researchers examine geography in seeking root causes of hunger." (https://issuu.com/nccentraluniv/docs/nccu_now-final-issuu)

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.

Permanent Funds: The internal budgetary allocation has increased since 2015 due to a more university-wide focus on community engagement. The operating budget for the Office of Community Engagement and Service is provided through Academic Affairs. This budget included salaries and basic operations. This budget has increased since the last classification to include a new staff line. Additionally, the staff has received state legislative approved salary increases. The current budget increase is 65% \$142,000 over the previously reported figures.

Temporary Funds: The Division of Student Affairs collaborated with the Office of Community Engagement and Service (OCES) to provide financial support for activities such as students' Spring Break Service trips, and the Student Service Recognition Program, which has resulted between \$7,000-\$12,000 during this period. The Staff Senate (serves to represent the staff at the request of the Chancellor and in an advisory capacity to the Chancellor and the UNC Staff Assembly) is more actively involved in community engagement and provides financial support for many of the service activities. In addition, OCES funding has also increased due to a higher level of successful external sponsorship between \$5,000-\$15,000. Additional funds are awarded through the Provost's Education Technology fund valued at \$8,000.

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University budgets within the UNC System are determined by student enrollment. When the metrics for projected enrollment are not met, the university experiences shortfalls. Since the last classification, the university has experienced a consistent decline in student enrollment. This has affected OCES, with the loss of resources, it created a gap in funding to provide transportation for students to travel to their various service sites. Many of our students are unable to afford the cost of transportation on a regular basis. This also caused a shift in programming for alternative break experience programming to consider “stay breaks” instead of travel beyond Durham, NC.

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.

Fundraising:

“Eagle Habitat Raise the Roof” Walk to raise the start-up capital in partnership with the home buyer to purchase materials and provide labor for repairs and new homes.

First Lady’s Walk is a campus-wide event that raises funds to support community service activities that involve students, faculty, and staff enhancing community engagement. The fundraiser includes a community health fair with screenings.

Grant:

1. In 2018, the HOPE Program was established by NCCU’s Chambers Biomedical and Biotechnology Research Institute. The focus was on health equity, environment, and population health near the NC Research Campus: Anson, Cabarrus, and Rowan counties. One objective was to identify strategies to enhance community health, technical, and administrative assistance to all counties’ health departments. HOPE provided on-site epidemiology assistance to Anson and Cabarrus counties; and a public health organizational analysis for Rowan County. Additionally, HOPE developed health equity maps to aid in planning new health initiatives. HOPE shifted to supporting the efforts of the JLC-BBRI’s Advanced Center for COVID-Related Disparities (ACCORD) at the outset of the pandemic. Research focused on testing and vaccination will continue, but the primary focus remains health equity among marginalized populations.

2. The NCCU School of Library and Information Sciences, with DataWorks NC and the Durham County Register of Deeds, organized workshops focused on exploring the history of racial covenant clauses in property deed records.

Workshop 1 trained community members to participate in the assessment, identification and transcription of racially encoded language found in the Register of Deeds.

Workshop 2 focused on literacy efforts to educate community members on the history and impact of exclusionary zoning on Durham neighborhoods, mapping georeferenced racial covenant property deeds, alongside redlining documents.

3. NCCU BRITE, BBRI, and the Duke Clinical and Translational Research Institute have worked collaboratively to develop a three-year program to include intensive activities that promote joint community engagement projects, funding joint pilot research initiatives, and the development of programs to support the translational research workforce pipeline. The partnership is comprised of three components: the Community Engagement Core, Workforce Development, and Collaborative Research Pilot Funding.

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4. The Volcker Alliance is a nonprofit dedicated to advancing an empowered public sector workforce through a Next Generation Service Corps grant, designed to help universities design and implement new undergraduate programs where students can cultivate values and skills required for effective public service, regardless of their major. NextGen Service attracts diverse student cohorts politically aware and civically active that aim to change the face of public service by preparing government leaders who are as diverse as America.

5. NCCU "HBCU Student Voter Registration, Education, Mobilization and Get Out the Vote" leveraged student-based political organizations, political science department, and campus community to host student voter awareness forums to maximize voter participation. Our model utilizes access to student enrollment records to determine who is registered to vote or not. Once that is determined, we develop specific VREM GOTV Programs to educate and mobilize each student grouping to fully participate in the electoral process at the local, state and national levels.

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.**

NCCU participates in Historically Underutilized Businesses (HUB) and Minority and Women Owned Business Enterprises (MWBE) programs for purchasing and procurement. As a state agency, we have a statutory goal to achieve 10% HUB participation. For FY 22, we achieved 7.07% in total HUB spend for goods and services and 40.35% total spend for construction. Below is a chart that shows NCCU's HUB/MBWE participation. Most of the HUB spend is with local and/or state of NC companies. Annually NCCU hosts and/or participates in a vendor fair to pair local vendors with the needs of the University. NCCU has participated in local hiring fairs at the community college for applicants to fill skilled trade positions. NCCU also has several work force development initiatives.

NCCU is located in the Stokesdale historic district of Durham, North Carolina which is so designated to denote the 'Black Wall Street' and Hayti community. When the University purchased certain properties in the immediate area for construction, we engaged in discussions on how to work with the community to preserve the history and significance of the area. During the recent Public, Private, Partnership (P-3) residence hall project, the University engaged the community and installed a historical wall installation that displays some of the former properties, their owners and the significance to the community. This was done in concert with the University archivist and was presented during the grand opening ceremonies. Additionally, the University has an MOU with the city of Durham which helps NCCU police and secure the immediate area, allowing NCCU police department to help with the security of the neighborhood where NCCU can respond faster than Durham Police Department.

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NCCU raised \$8.8 million during the 2018-19 academic year, exceeding its fundraising goal by \$1.1 million. At the time, the record for fiscal year 2019 includes 7,018 donors and 29 newly established endowments. Alumni donors began new endowments that will fund naming opportunities in the university's new School of Business. Construction is set to be completed Fall 2023 on the state-of-the-art facility. NCCU also worked to increase alumni giving and engagement, especially in Durham and other North Carolina counties, where more than 70% of NCCU alumni reside. The university hosted "Eagles, Let's Talk," an affinity approach to re-engage alumni to the university. These programmatic events are designed to increase alumni giving and engagement and volunteerism with NCCU. The new School of Business will house the Center for Entrepreneurship and Economic Development. (<https://www.nccu.edu/business/center-entrepreneurship-and-economic-development>) This center encourages entrepreneurship and economic development by cultivating an innovative and creative culture among NCCU's students, professors and staff, and the community.

NCCU does not participate in the Payment in Lieu of Taxes PILOT program.

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

The university invests financial resources externally to support community partnerships with K-12 schools in many ways. Consistent with other UNC schools, NCCU has sponsored and facilitated summer enrichment camps that focused on a wide variety of topics including math, science, biotechnology, theater, music and more. The funding dedicated to support this effort totals \$65,000.

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.

The NCCU mechanism for systematic assessment of community perceptions of the institution's engagement is used in focus group interviews every four years. The Office of Strategic Planning and Assessment, Office of Institutional Research and Analysis (OIRA), OCES, and the Office of Diversity and Inclusion work in collaboration to gather the data, which is managed by the Office of Strategic Planning and Assessment and the OIRA.

As an institution of higher education and a member of the University of North Carolina System, NCCU is accountable to multiple constituent groups – students, alumni, staff, faculty, administrators, recruiters, employers, partner organizations, community groups and NC citizens. Members of these groups were invited in 2018 to provide input on the direction and focus of the strategic plan by participating in one of 25 focus group sessions and responding to a survey. Feedback was used to refine the Planning Committee's work and prioritize the objectives and strategies included in this plan. The strategic planning process was designed to eliminate silos in planning and communication, establish a collaborative environment, and encourage partnerships between the campus, Durham community, Triangle region, and statewide.

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Data analysis revealed the need for more relationships with targeted community organizations to help with community-based participatory research, entrepreneurship and service opportunities. Thus, the following objectives and strategies was embedded into the new 2019-2024 Strategic plan, (<https://www.nccu.edu/strategic-plan-2019-2024>)

Objective 2.4 - Build relationships with targeted community organizations to assist with community based participatory research, entrepreneurship, and service opportunities.

The 2020 pandemic has impacted NCCU's engagement with the community. NCCU faculty, staff, and students have increased engagement with community members around topics such as COVID-19 and other health disparities. However, community members wanted help to feel safe from cradle to grave in surrounding neighborhoods. (<https://www.wral.com/durham-map-of-shotspotter-implementation-includes-3-square-miles-in-east-and-south-durham/20392850/>)

Chancellor's quote about asking City to deploy Shotspotter (<https://abc11.com/shotspotter-durham-nccu-mcdougald-terrace-september-debut/12091266/>)

In Spring 2022, NCCU Diversity, Equity, and Inclusion Committee conducted focus group interviews with forty-nine students, faculty, staff, City of Durham community residents and alumni. The data collected from the interviews were analyzed by the Office of Institutional Research and Analysis. The committee learned about the community perceptions of NCCU's engagement. Communication was a theme that emerged by community members who indicated that they were unaware of what was going on at NCCU. Suggestions that the committee addressed include:

There was consensus that a forum with the Chancellor and other University leaders was needed, resulting in the Office of External Affairs and OCES to organize listening session with Durham residents.

Furthermore, the results of the focus group interviews informed the inclusion of the following goal, and objective in the Diversity, Equity, and Inclusion draft strategic plan:

NCCU will create and maintain an inclusive campus environment to support the success of all stakeholders. Objective: Strengthen diversity, equity, and inclusion community partnerships and stakeholder engagement.

OCES needs to develop and administer a community partner survey that can later be embedded into the assessment infrastructure. OCES will work with the Office of Institutional Research and Analysis to design and administer an annual survey to campus 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.

Since 2015, NCCU has made progress with maintaining, systematic campus-wide tracking of community engagement. The OCES is responsible for monitoring campus-wide community engagement activities. In 2015, the University used GradesFirst, a retention management system, to track students' participation in co-curricular activities. Students were required to swipe into community engagement activities using their identification cards or by typing their identification numbers into an event kiosk. In 2018, the University

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transitioned to using Get Connected (<https://nccu.galaxydigital.com/>), a cloud-based volunteer management solution that provides the tools to implement every aspect of the volunteer process. Get Connected helps improve volunteer engagement, organize teams and groups, and track volunteer involvement. Key features include group and team management, personalized profiles, volunteer tracking and reporting, automated workflows, shift-based scheduling, push notifications, text, and email messaging, and more. The engagement activity and the time students and faculty spend at activities are logged, and the OCES staff extract attendance reports and student reflections. The data are used to identify trends related to campus department and students' engagement activities and to measure impact. Community agencies can also use Get Connected to register for an approved volunteer site. OCES reviews the request and determines if the site meets the predetermined requirements. OCES annually sponsors an orientation for all community agencies.

The Athletics department also used Helper Helper, (<https://www.helperhelper.com/industries/college-athletics/>), a software platform and mobile app that coordinates and track service hours, and records community engagement activities of student athletes. In addition, the software provided detailed institution-wide reports and enabled the staff to use filters to drill into specific teams, categories, and organizations. To track administrative/academic units' community engagement activities,

NCCU uses a comprehensive web-based survey administered to identify on-going versus one-time activities. Based on feedback from previous respondents, the survey was improved, and a repository was developed in Qualtrics. The new system enabled NCCU to identify community partner sectors, focus, forms, and purposes of these activities. To help tell the story of their engagement activity, faculty and staff are also able to upload pictures, videos, and other evidence. We have used this information to better articulate our benefit to communities throughout the State, nation, and globally.

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)?

The NCCU Office of External Affairs and Government Relations (OEAGR), works with internal and external constituencies to advocate for NCCU in achieving its mission of teaching, extension, and engagement. These stakeholders include groups such as federal, state, and local governments; the University of North Carolina System; community leaders; and businesses and industries in Research Triangle Park, Durham, and Raleigh. OEAGR, community leaders, and federal, state, and local government representatives developed the characteristics of high-quality community engaged partnerships. These characteristics were developed in 2018 through a brainstorming process. In this process, participants generated various ideas, then discussed and narrowed them down to the follow:

NCCU seeks to engage in collaborative partnerships with community that is characterized by:

1. Commitment to mutual learning and sharing credit
 - a. Integrity
 - b. Trust building
 - c. Acknowledge history
 - d. Partner assets
2. Meaningful outcomes that are tangible and relevant to communities
 - a. Scholarship
 - b. Research
 - c. Teaching

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- d. Creative activities
- e. Service

3. Development of reciprocal relationships that are sustainable

- a. Creation of common language
- b. Relationship building strategies
- c. Understanding each other's cultures
- d. Collaborative problem policy and solving

4. Maintaining system of accountability

- a. Continuous improvement of partnership and outcomes
- b. Decision making and conflict resolution

5. Transformation at multiple levels and across sectors

- a. Moving toward institutional engagement over time

These characteristics were used to inform the Memorandum of Agreements executed and managed by the Office of Community Engagement and Service. In addition, the characteristics were integrated in the Community Partnership repository survey.

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.

In Fall 2020, a committee of faculty and administrators were charged to update the 2016-2021 Academic Affairs Strategic Plan "to ensure congruency with the [2019-2024] University Strategic Plan and to ensure that it continues to be forward-looking and addresses the needs of the 21st Century Scholars." To accomplish this task, it was necessary to first review, evaluate, and report on available outcomes for the 2016-2021 period. Goal 5, Promote a community engaged campus that supports social responsibility and economic development was reviewed and evaluated as a part of this process. The committee's work began with gathering annual reports for the Division of Academic Affairs and its colleges, schools, and academic support departments from 2016 to 2019, and soliciting additional documents from 2019 to 2021. The gathering was to employ a post hoc qualitative research effort, evaluating accomplishments across the division.

Over three-hundred documents were assembled from December 2020 to January 2021. The additional artifacts were identified by the submitters for the specific year(s), goal(s), objective(s), and strategy(ies). This allowed the reviewers to focus on evidence of the specific elements identified for each artifact.

Over a five-year period, all colleges, schools, divisions, and units were charged with actualizing this goal. Nine NCCU units gave evidence to support the achievement of Goal 5. This evidence revealed that the documents given for review more than partially supported Goal 5. In fact, on a scale of 1-3 (1-does not support the achievement of the goal and 3-fully supports the achievement of the goal) Goal 5 received an overall rating of 2.4. The College of Arts and Sciences gave evidence for four out of five years and obtained an average rating of 2.4. In contrast, The College of Behavioral and Social Sciences provided evidence for three of the five years and received an average rating of 3.0. Likewise, the Office of Community Engagement and Service received an average rating of 3.0 and shared evidence for four out of the five years.

The Division of Sponsored Research and Programs reported evidence for two out of the five years and earned an

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average rating of a 2.0.

The School of Business supplied evidence for all five years and was given a score of 2.8.

The School of Education also reported evidence for all five years and earned an average score of 1.9.

The School of Law shared evidence for three of the five years and received an average score of 3.0.

The School of Library and Information Sciences and University College gave evidence for all five years and earned an average rating of 2.0 and 2.7, respectively.

After the review was completed, the committee recommended that Goal 5 be carried forward and integrated in the next ideation of the Academic Affairs extended strategic plan. Based on the score, the committee also recommended keeping or dropping an objective in the extended plan. The continuation of this goal and targeted objectives deepened and furthered the pervasiveness of community engagement across the campus.

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.

NCCU strives to build and sustain a campus-wide culture of assessment in which academic and administrative units define clear, concise, and measurable student learning and/or administrative outcomes, identify opportunities within and outside the classroom and the curriculum for students to achieve those outcomes; apply measures to assess whether the desired outcomes are being achieved; and use the results of the assessment for decision-making that improves instruction, strengthens the curriculum, and forms the basis for policy development and resource allocations.

The current University's core assessment process employs the following three mechanisms: Web-based Assessment Management System (Activity volume/tracking system) – NCCU 2020 Plan

1. The University continued to collect community engagement data on the NCCU 2020 Plan by tracking and reporting on those units who have associated their outcomes to selected NCCU 2020 goals. The University's assessment management system is outcomes-based driven and allows for clear alignments to be captured and reported. This data was housed and managed in the university's web-based assessment management system, WEAVE until 2019 and from 2019-2022, TaskStream. Seventy-three (academic and administrative) units have shared data related to community.

2. In 2022, NCCU collected community engagement data through a university-wide survey-repository – NCCU Community Engagement and Economic Development.

3. Get Connect (Tracking of events) – Managed by OCES.

Mechanism: Official University Reports (Reports serve as the University's historical and observational documentation on those issues related to partnerships, research, and community awareness.) For example, the Office of Academic and Community Service Learning was reorganized to the broader role of OCES. OCES's role would be to monitor and track service-learning data on campus and to be available to community groups and organizations to help them navigate and connect with NCCU. In the University, the Division of Research and Economic Development established its Research System Approach for Innovation and Sustainability. All sponsored research and economic development activities are tracked via RAMSES. The university is currently transitioning to a more robust system, Cayuse. The data is used to track research efforts and to identify current

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and future challenges that impact our society economically and socially, (<https://myeol.nccu.edu/Cayuse-Training-Recordings>)

Mechanism: University and National Surveys

1. National Survey of Student Engagement (NSSE), is a national survey, administrated every 3-4 years to first-year students and seniors. Several items are monitored, including community service learning and volunteerism.
2. The Office of Institutional Research and Analysis administers the Graduating Senior survey and sophomore survey each semester. OCES administers a Graduating Senior Exit Survey each semester. Students must complete the survey as part of their clearance process. Although the university currently collects data related to Community Engagement through multiple mechanisms, it is not aggregated. In the future, OCES will work with the Office of Institutional Research and Analysis to create Tableau dashboard to share both aggregated and disaggregated data.

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.

The Department of Criminal Justice requires most students to participate in the CRJU 4000 Practicum course. Students who have more than one year of work experience in the field are waived from this requirement, all others must complete 80 hours at an approved agency, which also satisfies part of the NCCU requirement for community service for graduation. The student learning outcomes include:

(https://drive.google.com/file/d/1uR2hCVTgNg7rzIE68l7IIvNq_3m_Zqnk/view?usp=share_link)

As part of the assessments to measure competencies, students must design a professional portfolio (SLO4). Most students perform well on this assignment and thus there is little change over time relative to outcomes. However, the grades of D, F, W, and I's in the course decreased from Fall 2018–Spring 2022 due to the following changes in the class:

- 1.Redesign online course, so that the first two modules are focused on dress code and soft skills for the online course.
- 2.Continued class instruction on dress code, importance of being on time, and follow administrative guidelines at the internship.
- 3.Continued Critical Thinking assignments and Soft Skills assignments.
- 4.Continued individual meetings with students and discussion of mid-term evaluations.
- 5.Started an annual meeting with agency supervisors to discuss positive and negative outcomes of utilizing NCCU interns within the Department of Criminal Justice.
- 6.Reviewed evaluation questions with curriculum team to adjust based on field placements.

The Department of Nursing requires all students enrolled in NUR 4102 to complete 84 practicum hours at an approved agency.

As part of the practicum assessment, students must meet a satisfactory performance. The weekly score must be above a 4 in critical areas for 50% or greater of the practicum hours (see scale below). Students are evaluated

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each day of the practicum. The total practicum is based on the minimum daily score times the number of practicum weeks.

(https://drive.google.com/file/d/1H9yrkE6VwyN1naNIm7UCEpr3GPhtrSFY/view?usp=share_link)

Those outcomes that fall below expectations are monitored and Performance Improvement Plans (PIPs) are created to enhance course achievement. The Nursing curriculum is systematically reviewed by faculty and a student representative.

The curriculum for the Community Health Nursing course (NURS 4102) (SLOs) student learning outcomes:

1. Utilize the nursing process as a framework for caring for diverse communities with healthcare needs
2. Apply effective communication and collaborate with stakeholders to care for diverse communities with health care needs in various settings.
3. Demonstrate the professional standards of nursing practice while caring for diverse communities with health care needs.
4. Demonstrate the delivery of culturally sensitive nursing care to diverse communities with health care needs.
5. Utilize theoretical knowledge from nursing and related disciplines in the provision of evidence-based, safe, and effective, client-centered care for diverse communities with health care needs.

All reports are reviewed by the Department of Nursing Chair and faculty via the end-of-course reports. In addition, the Department of Nursing Chair reviews the National Council Licensure Examination (NCLEX) pass rate to capture student success.

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.

The Department of Criminal Justice:

The supervisor's evaluation of the student is the common assessment used in CRJU 4000 to assess students' competency on the SLOs in this class. Supervisors submit the evaluation at midterm and at the end of the semester. Each time the student is allotted points based on that assessment. The expectation is that 85% of registered students will pass the assessment with a grade of 70% or higher.

Previously students were only being assessed at the end of the semester but now they are assessed at midterm and at the end of the semester. The supervisor and course instructor must review the midterm evaluation with the student to emphasize strengths and opportunities to improve. We believe this is one of the factors that has reduced DFWIs in the class.

The Department of Nursing

The course coordinator/practicum coordinator of the student enrolled in the NUR 4102 assessment is evaluated by the student's competency on the end-of-course SLOs. The course coordinator's evaluation of the student is ongoing throughout the course with a formal midterm and end-of-the-semester submission. The practicum evaluation is according to the Practicum Evaluation tool. Students must demonstrate safe and effective practicum performance, indicated by achieving the minimum required points, achieving a score of 80% on the medication competency assessment, and mastering critical competencies on the practicum evaluation tool. The practicum component of courses is graded on a Pass/Fail basis. The student must achieve at least a 77% average on all examinations and a Pass on the practicum evaluation tool to be successful in the course.

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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.

Department of Criminal Justice

Changes made to CRJU 4000 since last classification

1. Previously students were only being assessed at the end of the semester but now they are assessed at midterm and at the end of the semester. The supervisor and course instructor must review the midterm evaluation with the student to emphasize strengths and opportunities to improve. We believe this is one of the factors that has reduced DFWIs in the class.
2. The online course has been revised so that the first two modules focus on dress code and soft skills for the online course.
3. Started an annual meeting with agency supervisors to discuss positive and negative outcomes of utilizing NCCU interns within the Department of Criminal Justice.

The process to make curriculum changes included:

1. Suggested changes were made to the undergraduate curriculum committee.
2. Evidence to support the need for the change was presented to the curriculum committee.
3. The curriculum committee made recommendations to the department faculty regarding changes.
4. Faculty discussed recommendations and then voted on changes. The discussion of changes and votes sometimes occurred in the same meeting, but often in separate meetings.

Department of Nursing

Changes made to the practicum courses since last classification:

Previously, students could make multiple attempts to pass the medication assessment, but now, if students are unsuccessful, they can repeat the quiz twice. Students who are not successful the first time must attend a remediation session with the faculty member. Students are not allowed to attend practicum until a successful performance on the medication assessment is achieved. If students fail the medication calculation quiz (3 times), the student will not be able to continue the clinical course and must withdraw from the class.

The process to make curriculum changes included:

The curriculum is faculty-driven and is developed through a collaborative and systematic process. Standing curriculum planning committee with representation from faculty, staff, and students met monthly or as needed. The curriculum review resulted from course reporting, communication among faculty about the course, faculty council meetings, Department coordinators reports, and/or student learning issues.

The department's Program Evaluation Committee collaborated with the Curriculum and Development Committee for proposed curricular changes. Suggestions were submitted to the curriculum committee and presented at faculty meetings for an in-depth discussion and vote.

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.

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OCES identifies and assesses institutional community engagement learning outcomes for students. The mechanisms used to assess these outcomes are the graduating senior survey, reflections, and the National Survey of Student Engagement (NSSE). These learning outcomes and findings are as follows:

In alignment with adopted university core values, the students will be able to:

Develop civic responsibility skills during their participation in community engagement opportunities.

An analysis of the data from Fall 2018 – Spring 2022 revealed that 3,897 graduating seniors indicated that they very much think their college education at NCCU contributed to their knowledge, skills, and personal development in the following areas:

Speaking effectively (to large and small groups and making presentations) - 93%

Listening attentively – 92%

Comprehending written and oral information – 95%

Using critical thinking skills – 95%

Developing Leadership skills – 92%

Develop collaboration skills during their participation in community engagement opportunities. The mechanisms used to assess this outcome included critical reflections and the graduating senior survey.

Data collected from the graduating senior survey from Fall 2018 – Spring 2022 show that 3,897 students are developing collaboration skills:

i. Working effectively as a part of a team – 93%

ii. Ability to work with people from diverse backgrounds – 92%

During the 2020-2021 academic year, the Office of Community Engagement and Service implemented the outcome as follows:

iii. Through critical reflections, it was determined that students gained skills of empathy and critical thinking.

iv. The reflections demonstrated that the students understood the “why” for the populations served as well as “how” to advocate beyond their experience.

v. Use computer-based applications adopted by the office.

All students use Get-Connected to enter information regarding their community engagement activities.

Students receive credit for their community service activities through Get-Connected

Students also use Get-Connected to search for community service opportunities.

Using technologies appropriate to my discipline – 91%

Review and report on the surveys administered according to office expectations.

Students take the NSSE survey to assess many aspects of their experiences at NCCU to include their community engagement. The data regarding community engagement was obtained from NSSE questions 11a and 16e for 2018 and 2022.

(https://drive.google.com/file/d/17dm5HtNU8enyHclC5E076HY6QTXjdmP0/view?usp=share_link)

The findings from these two data points show that in 2022, 63% of students are engaged in community service activities.

This data is consistent with the increased number of students enrolled in online programs where community service is not required. It is also consistent with agencies that have become more restrictive of students being able to complete practicums since the COVID-19 pandemic.

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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.

Data on community impact regarding community engagement is captured in Get Connect and in NSSE as explained in Section 7 of this application. The table below represents the impact of student engagement on the community. The findings show that between Fall 2018 and Spring 2022, on average there were 2,408 students engaged in community service. The highest number of students engaged was 2,973 in the 2018-2019 academic year. During that same time, there were on average 169,151 community service hours performed. The highest number of hours performed was 199,798 in the 2018-2019 academic year. The national volunteer service value was between \$25.43 and \$29.95 per hour, which translated to an economic impact of \$4,490,713 on average. (https://drive.google.com/file/d/1YsSQGzPLwFnleDn75ByAfmAB7tf9QQUA/view?usp=share_link0)

Since the last classification, community engagement has been impacted by COVID-19, as students were not able to engage in the community at the same level as the Spring 2020 and Fall 2020 semesters. Also, since COVID-19, and like most universities in the UNC System, NCCU has seen a decline in student enrollment, which also impacts this data.

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.

A faculty and staff engagement survey were conducted in Spring 2023 to assess community engagement. There were 100 responses to the survey. Of that number, 16 indicated their community engagement was mostly within the context of NCCU or another university. The remaining 84 indicated their service involved another non-university sector. The following highlights the reach of those projects:

- 1.The number of residents served in the community engagement projects ranged from 10-30,000 for individual projects with a median number 206
2. The median number of students involved in a project was 30
- 3.The median number of faculty involved in a project is 2
- 4.The median number of community partners for each project was also 2

The impact of the engagement included:

- 1.Students were offered entry level positions at affiliate sites after completing internships.
- 2.The project team hosted and conducted workshops to educate community members about the history of racial covenant clauses on Durham property deeds, including members from neighborhood associations (Forest Hills and Watts Hillandale), Preservation Durham, Duke University Librarians and Archivists, Project Change undergraduate participants (Keenan Institute of Ethics) and Durham public school educators among many others. Outcomes and impacts included increased civic literacy and engagement with accessible public records information; increased historical understanding of the role and impact that exclusionary housing practices played on neighborhood segregation and long-standing inequity.
- 3.Clinical practitioners learned about data analysis tools and research; nursing and informatics students met potential mentors; there was inter-disciplinary sharing by teaching faculty and researchers.
- 4.Community schools brought together academics, health and social services, youth development and community engagement under one roof. Duke and North Carolina Central, two local universities, were central to this endeavor as part of the university-assisted Community In Schools model.

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5. High School students gained competencies in laboratory skills, college and career readiness, and entrepreneurship. Students learned about NCCU, BRITE (Biomufacturing Research Institute and Technology Enterprise), and the Department of Pharmaceutical Sciences in efforts to recruit them to the University. Seventy percent of these students have applied to NCCU and have been accepted.
6. The Community Partners Development Certification (CPDC) course began with 15 participants, of which 12 completed all 12 classes. Several program participants have used the knowledge gained to launch or enhance their own projects, and a few have been awarded contracts from the City of Durham.
7. Filled needs in the public schools.
8. We provided outreach to encourage students to enroll in college and specifically NCCU. From 2016 to 2022 our Latinx enrollment rate went from 1.8 % to 6 %.
9. Twenty-four (24) organizations from the health, pharmaceutical, research and science industries interacted with students to share full-time and internship opportunities.

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 university collected community engagement data from faculty and staff by administering a survey. In addition, Get Connect, Graduating Senior Survey, and NSSE collected data from students to assess community engagement. Key findings from the faculty and staff community engagement survey indicated faculty were engaged in highly impactful work in the community.

1. We have served students from 93 of the 100 counties within North Carolina. Annually, we serve more than 1,000 middle and/or high school students. Students visited BRITE to learn about drug discovery and biotechnology, college, and career readiness, and performed a hands-on experiment.
2. Provided nursing services to residents of Alamance County who would not have had access to healthcare.
3. Provided wellness education and health promotion to residents of Durham County.

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

The data obtained from the mechanisms described are disseminated through OCES's website, Department of Athletics website, the Office of Institutional Research and Analysis dashboards, the NCCU NOW magazine, social media platforms and various departments' strategic plans.

Examples:

1. The Office of Community Engagement's Website. (<https://www.nccu.edu/oces>)
2. Department of Athletics Strategic Plan in the Leadership and Service section of the plan. (<https://nccueaglepride.com/news/2020/8/2/athletics-department-2020-25-nccu-department-of-athletics-strategic-plan.aspx?path=athletics>)
3. The Office Of Institutional Research and Analysis on the Participation tab of the Outside of the Classroom <https://www.nccu.edu/oira/dashboards-institutional-data/outside-classroom-experience> and Experience and Educational Experience on the Knowledge, Skills, and Personal development tab of the Graduating Senior Survey dashboard. (<https://www.nccu.edu/oira/dashboards-institutional-data/educational-experience>)

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

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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.

NCCU is an HBCU and therefore most of our student population is considered a minority group. It is our viewpoint that minority communities at NCCU are historically marginalized nationally, as their status on campus does not change their off-campus environment. They still experience systemic oppression, institutional discrimination, and societal marginalization. Students at NCCU are disaggregated based on race and gender.

Gender

Males (n=1458)

1. 75% participated in community service
2. 54% participated in their academic unit

Females (n=3393)

1. 73% participated in community service
2. 50% participated in their academic unit

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

The Graduating Senior Survey data at NCCU is disaggregated based on race and gender for students. The data is not disaggregated by faculty in the same manner. NCCU dashboard reveals that from 2018-2019 to 2021-2022, 2,769 graduating students participated in community service activities within their academic units and as part of clubs and organizations on campus. (See Participation tab in the link below)
(<https://www.nccu.edu/oira/dashboards-institutional-data/outside-classroom-experience>)

Males (73%) participated at a slightly higher percentage than females (72%)

Males (52%) participated at a slightly higher percentage than female (49%) in their academic units

More females (72%) participated in community service in clubs and organizations

In terms of race:

African American (75%) and Native American (100%) students participated in community service at a higher percentage than any other race or ethnic group on campus.

The lowest participation in community service is among white students (45%).

Asian (66%) and Latinx (66%) students participated in community service similarly

SECTION 9: Faculty and Staff

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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?

Since 2015, the university has supported faculty, staff, and community members to attend conferences and workshops sponsored by NC Campus Compact, now NC Campus Engagement and the Gulf South Summit. Notably, along with OCES staff, Student Affairs and other members of the faculty have received university support for conference participation. These valuable experiences are multiplied when participants share best practices with their campus colleagues.

In 2018, The Office of Faculty Professional Development sponsored an interdisciplinary two-day workshop/training for all NCCU faculty members interested in blending Project-Based and Experiential Learning in their courses. The targeted audience included faculty from Mathematics, STEM, Nursing, Business, Education, and Kinesiology and Recreation Administration; disciplines in which students are required to take Math-1100. Aligned with the 2019-2024 NCCU Strategic Plan and the 2016-2021 Academic Affairs Strategic Plan, this interdisciplinary and collaborative initiative cultivated a climate for intellectual discourse and teaching and learning innovations using high impact practices. The workshop and training were presented by Worcester Polytechnic Institute Center for Project Based Learning, <https://www.wpi.edu/project-based-learning/why-pbl>. This workshop was also offered several more times to broaden the base of expertise with project-based learning with its third cohort during Summer 2019.

Another professional development series offered by the Office of Faculty and Professional Development, in collaboration with the Office of International Affairs, and COIL (Collaborative Online International Learning) team, inclusive of a NCCU COIL Fellow, were the COIL Nuts and Bolts, and the COIL Mindset.

COIL is a cost-effective way of offering international education, global learning, and intercultural experiences to NCCU students in all disciplines. COIL links students and faculty across borders for shared teaching and learning experiences using a wide variety of online communication methods, (<https://www.nccu.edu/research-projects/coil-nccu>).

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
- Participation on campus councils or committees related to community engagement

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- Research, conference, or travel support
- Support for peer-reviewed publishing about community engagement
- Training to understand diversity, inclusion, and equity related to community engagement

Professional development programs

The university is committed to first-class training and support for faculty and staff. The commitment is exhibited by maintaining an office of Professional Development to support faculty and staff. The personnel have used the “train the trainer” and paid trainers to continue the development of faculty and staff for Project-Based Learning and Collaborative Online International Learning (COIL). Both methodologies guide those trained into opportunities to develop or modify courses to support a deeper engagement for students with the larger community.

The COIL methodology does not involve a set curriculum or delivery platform. Rather, it is a flexible framework for developing courses, connecting institutions, faculty and students, and supporting institutional goals for student learning and engagement. COIL can help colleges and departments achieve goals for delivering global learning and cross-cultural experiences to more students.

Support for student transportation

Students have an academic community engagement graduation requirement and are expected to be involved with community partners throughout their matriculation at the university. The NCCU student population averages between 40% and 60% of Pell Grant eligible.

OCES financially maintained a seven-passenger van to transport students to and from their community partner organization within a 3-mile radius of the campus. Many of the students that participated in the America Reads program with the local area schools, labelled the Eagle Village Schools, because of their proximity to the university, were transported on the days of their engagement. The van was used campuswide by other campus areas, such as the Julius L. Chambers Biomedical and Biotechnology Research Institute (JLC-BBRI) research students, small team athletes, student organizations, Men’s Achievement Center, department level student groups, etc. for the purposes of community engaged activities to support students needing transportation. At the onset of COVID-19, the university required all non-essential workers to work from home and students did not return from their spring break. The van was not used during the rest of the spring term. With a hybrid model for the fall 2020 semester and most students not returning until spring 2021, the office could not continue to incur the annual expense for the van, not knowing when the university nor the community would return to full capacity. Therefore, the van was returned to the state motor fleet as student enrollment has not returned to pre-pandemic levels. As a result, the acquisition of a new van has not been finalized as budgets are currently being reviewed. Since the pandemic the City of Durham bus transportation has been provided for free to all riders. Students were also able to use the GoDurham bus program for transportation extending beyond the Durham city limits for regional travel.

Research, conference, or travel support

OCES sponsors Partner Symposiums annually, provide conference fees and transportation to state, and regional conferences

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.

Several current faculty members indicated that NCCU’s historic position as the first institution in the University

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of North Carolina system to institute community service as a requirement for graduation was a key factor prompting them to consider working at the University.

Since 2015, all Schools and Colleges placed more emphasis on community service during the hiring process. For example, NCCU advertisements in the "Chronicle of Higher Education" stated clearly that successful applicants for faculty positions are expected to engage in community service. One faculty posting for the Department of Mass Communications stated that, "The successful candidate must exhibit the ability to create an environment that integrates learning, discovery and engagement." As a final example, the Department of Political Science established a concentration in civic engagement in 2018. As such, a recent faculty hire stressed the importance of a commitment and knowledge of community engagement, both domestically and internationally.

Moreover, other faculty postings highlighted the significance of community engagement as a plus regarding the qualifications of potential candidates. In addition, returning faculty are encouraged to stress the value and ascendancy of community service to community partners and faculty candidates.

NCCU Deans and Associate Deans have been at the forefront of this effort, and the sustained emphasis on community service is a part of the recruitment and hiring process and not an add-on. For example, In the College of Arts, Social Sciences and Humanities community engagement is one of the main focal points. The College has worked with agencies such as the Durham Committee on the Affairs of Black People, the Durham Police Department, local churches, and various non-profit community organizations to address issues that impact our communities. When the College could hire new faculty especially in the Department of Criminal Justice and Public Administration the Dean routinely asks candidates about their willingness to strategically interact with our local communities to address issues related to gang violence, youth programs, and community development. Faculty in Public Administration are asked about their expertise in providing support for community-based non-profit organizations. In addition to providing excellent instruction in the classroom, when appropriate it is recommended that faculty in these areas lend their expertise to local agencies and boards.

Likewise, when recruiting staff to the university, community engagement is used as a marketing tool to encourage candidates with expertise and commitment to community engagement to apply for positions. (<https://drive.google.com/file/d/1t0Q6UPcVgmXIZrwQqOxd72-mGVQJlgiM/view?usp=sharing>) During the recruitment process, candidates are informed of the Community Service Policy and asked specific questions about community engagement. For example,

1. Describe your experience working with diverse students in higher education to execute community engagement programming. Be specific about the amount of time spent providing support/coaching services.
2. What is your working knowledge of organizing seminars and conducting workshops that map to student interest or engagement?

To actualize our commitment to the university's motto "Truth and Service", NCCU continues its efforts to recruit qualified applicants who have expertise and a strong commitment to community engagement.

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

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

The community engagement for faculty is documented in the NCCU Faculty Handbook (2017) Section 3.3.1.1 University-Wide Minimum Requirements for Academic Tenure and Promotion. The guidelines are further documented in the NCCU Faculty Handbook (2017) in Chapter 3: Academic Freedom, Faculty Rights, and Appointment, Reappointment, Promotion, and Tenure Policies and Procedures. The policy and procedures affirm that "NCCU is dedicated to the transmission and advancement of knowledge and understanding" (p. 10). Faculty and students may pursue this goal in accord with academic freedom through "teaching, learning, research, discussion, and publication, free from internal or external restraint that unreasonably restrict their academic endeavors" (p.10). "Promotion and conferral of permanent tenure shall be based on the faculty member's demonstrated professional competence in teaching, research and creative activity, and service; a potential for future contributions; and the institution's needs and resources" (p. 19).

The university-wide minimum criteria for tenure and promotion include:

Teaching: Faculty must receive a favorable evaluation from their department. The department will consider, among other things, the Student Ratings of Instruction (SRI) evaluations, peer evaluations, and annual reviews.

Research: The quality of the scholarly works within an academic discipline, or across disciplines that faculty produce should be based on the standards of the profession as determined by the community of scholars and determined by the faculty member's department with the expertise and training to establish these standards.

Service: Faculty must engage in service beyond departmental committee work. Service may advance the mission of NCCU or the profession. Faculty can fulfill service requirements through: (1) NCCU at the College and/or University levels; (2) their academic discipline at the state, national, and/or global levels; and (3) the community.

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):

Adjunct Instructors are Fixed-term [cf. Special Faculty Appointments, the UNC Code, 610] appointees, are without permanent tenure and do not entitle the faculty member to consideration for reappointment or conferral of permanent tenure, thus in the evaluation there is no expectation to engage in community engagement or on-campus service. Adjunct faculty members are to be reviewed annually to evaluate performance and contribution to the department. However, the annual reviews can also be used to evaluate the adjunct faculty member for possible promotion in rank and/or raise in per-course salary, see p. 25-26 and 54-55 of NCCU Faculty Handbook (2017), <https://myeol.nccu.edu/sites/default/files/2020-06/NCCU-Faculty-Handbook.pdf>

Department of Nursing RPT Guidelines - Teaching

. The chart in the weblink below documents evidence of participation in clinical and/or community activities that enhances teaching effectiveness. (https://drive.google.com/file/d/1f-LvqMZLJW-Uqaw5M_hqMVD-

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

Adjunct Instructors are Fixed-term [cf. Special Faculty Appointments, the UNC Code, 610] appointees, are without permanent tenure and do not entitle the faculty member to consideration for reappointment or conferral of permanent tenure, thus in the evaluation there is no expectation to engage in community engagement or on-campus service. Adjunct faculty members are to be reviewed annually to evaluate performance and contribution to the department. However, the annual reviews can also be used to evaluate the adjunct faculty member for possible promotion in rank and/or raise in per-course salary, see p. 25-26 and 54-55 of NCCU Faculty Handbook (2017), <https://myeol.nccu.edu/sites/default/files/2020-06/NCCU-Faculty-Handbook.pdf>

College of Arts, Social Sciences, and Humanities

Department of History

Section 3.1.4

"Department of History Criteria for Appointment, Reappointment, Promotion, Tenure and Post Tenure Review

Community-Engaged Research (CER): Intended audience extends beyond the Academy and academic peers. CER includes (3) critical elements: creative collaboration with the community, demonstrated impact on the community, and the creation of varied products that are peer-reviewed by professionals outside of the academy (ex. museums, historic sites, government agencies, or between scholars and public). The three elements require that the department evaluate CER with criteria reflecting the goals and methods that undergird the work. CER may adhere to all four of the areas of scholarship the AHA standards describe. In evaluating CER work within the department, individual projects may need to be documented as relevant to all three areas. For promotion, at least (3) products showing the application of historical scholarship to the wider public are required. Products can include exhibits, digital/web-based interpretive projects, oral history projects, collections, films, collaboration with historic sites, museums, reports, radio productions, grants, and research contracts. The evaluation process should include independent external reviewers and a broader range of review documentation, including reflections by community partners, and testimonials from general audiences. Candidates for tenure and promotion with a CER profile may also publish books and articles in more traditional scholarly venues.3.1.5Especially active in departmental, college and university service.

College of Health and Sciences

Department of Kinesiology and Recreation Administration

Department of Kinesiology and Recreation Administration, Reappointment, Promotion and Tenure Guidelines

Rubric:

a. Does not meet expectations:

a. Some work with state government committees, or local agencies and public schools; or volunteer consultation (at least once per year); or some charitable work. developing social media platforms

b. Meets expectations

a. Evidence of active contribution to one or more. Members of state government committees, local community organizations, agencies, public schools, or public lectures/talks, volunteer consultations; or charitable work; developing social media platforms.

c. Exceeds expectations

a. Evidence of active contribution to two or more. Serving on Boards, state government committees, or holding office in local organizations; or continuous involvement and work with local agencies, public schools,

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

College of Health and Sciences

Department of Nursing

Serves in Leadership roles in the community

Participates in community service based on clinical expertise

Collaborates with students for service projects (at least one)

Collaborates with schools, industry, and civic agencies to develop policies and programs.

Demonstrates a leadership role in one or more of the following: professional, practice, education or community organizations

Department of Social Work Reappointment. Promotion and Tenure Guidelines

2. "The applicant for tenure must have demonstrated a commitment to departmental, college, university, and community service. The applicant must have served on at least two departmental and university committees within the past three years. Three years of service is also required on at least two community based human service boards or agencies external to the university."

School of Education

NCCU School of Education Promotion and Tenure Standards and Guidelines

Adjunct Instructors are Fixed-term [cf. Special Faculty Appointments, the UNC Code, 610] appointees, are without permanent tenure and do not entitle the faculty member to consideration for reappointment or conferral of permanent tenure, thus in the evaluation there is no expectation to engage in community engagement or on-campus service. Adjunct faculty members are to be reviewed annually to evaluate performance and contribution to the department. However, the annual reviews can also be used to evaluate the adjunct faculty member for possible promotion in rank and/or raise in per-course salary, see p. 25-26 and 54-55 of NCCU Faculty Handbook (2017), <https://myeol.nccu.edu/sites/default/files/2020-06/NCCU-Faculty-Handbook.pdf>

"A promotable faculty member will demonstrate initiative in service by providing ample evidence of continuous activities in two or more of the following areas: initiating new and revised SOE or university programs; assuming leadership roles on committees; writing grant proposals to secure external funding; volunteering to help solve School of Education community problems; initiating service relationships with school and community groups."

Department of Public Administration RPT Guidelines

- "The applicant for tenure must have served as the chair on at least one departmental or College/University committee and engaged in community service external to NC Central University."

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?

Since the last application, NCCU re-organized its colleges to better align with... colleges and schools may establish additional criteria for tenure and promotion that must, at minimum, meet the university-wide criteria for tenure and promotion and may exceed such criteria. These guidelines are approved by the general faculty of the college or school and the Office of the Provost.

Unit has community engagement guidelines in promotion and tenure handbook:

a. College of Arts, Social Sciences, and Humanities

i. Department of History

b. College of Health And Sciences

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- i. Communication Sciences and Disorders
- ii. Kinesiology and Recreation Administration
- c. School of Education

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.

Department of History

Section 3.1.4

"Scholarship...: The American Historical Association's (AHA) Statement on Standards of Professional Conduct defines scholarship "as a process, not a product." "1. The advancement of knowledge—essentially original research; 2. The integration of knowledge—synthesizing and reintegrating knowledge, revealing new patterns of meaning and new relationships between the parts and the whole; 3. The application of knowledge—professional practice directly related to an individual's scholarly specialization; 4. The transformation of knowledge through teaching, including pedagogical content knowledge and discipline-specific educational theory..."

"Community-Engaged Research (CER): Intended audience extends beyond the Academy and academic peers. CER includes (3) critical elements: creative collaboration with the community, demonstrated impact on the community, and the creation of varied products that are peer-reviewed by professionals outside of the academy... The three elements require that the department evaluate CER with criteria reflecting the goals and methods that undergird the work. CER may adhere to all four of the areas of scholarship the AHA standards describe. In evaluating CER work within the department, individual projects may need to be documented as relevant to all three areas. For promotion, a minimum of (3) products that demonstrate the application of historical scholarship to the larger public is required... The evaluation process should include independent external reviewers and a broader range of review documentation, including reflections by community partners, and testimonials from general audiences. Candidates for tenure and promotion with a CER profile may also publish books and articles in more traditional scholarly venues.3.1.5Especially active in departmental, college and university service."

In the two examples below, the departments recognize differential levels of community engagement as evidenced by their rubrics:

College of Health and Sciences

Department of Kinesiology and Recreation Administration (KRA) Reappointment, Promotion and Tenure Guidelines

Rubric:

Does not meet expectations:

a. Some work with state government committees, or local agencies and public schools; or volunteer consultation (at least once per year); or some charitable work. developing social media platforms

Meets expectations

a. Evidence of active contribution to one or more. Members of state government committees, local community organizations, agencies, public schools, or public lectures/talks, volunteer consultations; or charitable work; developing social media platforms.

Exceeds expectations

a. Evidence of active contribution to two or more. Serving on Boards, state government committees, or holding office in local organizations; or continuous involvement and work with local agencies, public schools,

College of Health and Sciences

Department of Communication Science and Disorders

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"Department of Communication Sciences and Disorders, Performance Expectations and Numerical Ratings"
Rubric:

a. Needs Improvement:

a. Activities on NCCU committees or in professional organizations/ community events but not both.

b. Professional Performance

c. Participation in program and school meetings and committees. Engagement in academic advising and writing letters of

recommendation for students. Active engagement with professional organization(s).

d. Engagement in events that serve/inform the community regarding their discipline

b. Exemplary Performance

a. Activities and leadership in program, department, NCCU committees, professional organizations, or community events.

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.).

In 2017, guidelines for clinical faculty were approved by the Academic Planning Committee (APC), and Faculty Senate. The APC is comprised of the Provost, who serves as the Chairperson, Associate Vice-Provosts and Chancellors, Deans, Directors, and Department Chairpersons. The requirements for promotion to Clinical Associate Professor and to Clinical Professor include evidence of "continuous leadership roles in collaborative activities with external communities".

(https://drive.google.com/file/d/1udzJFXW19UsxcplF2xA8d2yZf0QtBvOK/view?usp=share_link)

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.).

Revisions have been made to the Faculty Handbook. See the response in question 9.

11. Provide 5-10 examples of staff professional activity (conference presentation, publication,

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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).

Western Washington University Community Engagement Fellows Learning Together Training presentation, Spring 2022: Developing Resiliency Through Civil Discourse. A collaboration between North Carolina Central University Office of Community Engagement and Service and Community Learning Lab / Western Washington University. Curious to experiment with a facilitation model that creates space for hearing differing perspectives? In this workshop we explored Living Room Conversations as a model to engage intergenerational learning. Our conversation will address questions about how we develop resiliency through connecting across divides.

Jerome Bettis' Bus Stops Here Foundation and the Ford Fund 2021 Men of Courage "Game Changer" award: Dr. Roderick Heath, recognizes organizations that help Black men make a positive impact in their communities through education, business and/or social equity. Dr. Heath was selected based on programming in the African American Male Initiative, Marathon Teaching Institute, and Sisters of the Men's Achievement Center that enrich the quality of the college experience for Black male students, ensuring they achieve success on campus and off through strong ties with the community.

Gulf South Summit presentation Spring 2021: Collaborative Student Leadership in Civic Engagement. This panel presentation highlights the genesis, work, and future projects of the North Carolina Central University Civic Engagement Working Group (CEWG). This coalition of students, faculty, staff, alumni, and community came together to institutionalize civic engagement at the University. The presentation will allow participants to reflect on the resources they have in their communities and how those resources can be mobilized to build a more robust engagement of students and the community.

Unsung Eagles Award: Lori Blake-Reid, The Unsung Eagle Award recognizes a North Carolina Central University faculty or staff member who has made significant, yet unrecognized, contributions to the university. Such accomplishments may be reflected through consistent exemplary performance or work that extends above and beyond normal job requirements during the past academic year. The recipient is someone who exhibits leadership as a positive role model and has a willingness to serve in whatever capacity necessary to support NCCU's commitment to The Eagle Promise. The award recipient demonstrates exceptional service to the Durham and campus community.

NCCU Partner Symposium Spring 2019 - Assessment: Data in the Community, Tia Marie Doxey. This presentation focused on assessment data related to community engagement and ways that data could be used by community partners to measure success.

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).

As an Engaged Faculty Scholar, Dr. Johnson facilitated a community-campus partnership between the dance program at NCCU and two high school dance programs in the Durham Public School system called "The Bull City Bridge Project: Building Community Through Dance." The program offered select high school student-dancers an opportunity to participate in a community dance ensemble receiving professional level training in preparation for a Spring 2022 collaborative concert featuring dancers from all three programs. This partnership's purpose was to build bridges between the dance community in Durham to increase integration and engagement

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opportunities. The mission was to provide opportunities for high school and university student-dancers to build community through dance while fostering artistic growth in dance training and performance. This project promoted the scholarship of engagement at my institution by creating an opportunity for dance instructors in the NCCU dance program, Riverside High School and Southern High School to work in community with each other to achieve a common goal.

“Participatory Budgeting Process and Community Engagement in Durham (Project Evaluation)”, Chris Paul, Public Administration. This project evaluates the City of Durham Participatory Budgeting (PB) process and its effect on community engagement and civic participation. Participatory budgeting is a democratic process that increases the overall engagement in decision making in a community. The City of Durham launched a PB project to engage more diverse populations in making decisions on the city’s resources in the form of projects that serve marginalized communities.

This evaluation will support the City of Durham in collaboration with the Department of Public Administration and strive to evaluate whether the participatory budgeting process affects community engagement and civic participation.

“Virtual Justice Project Expansion - 2019-1”: Gregory Clinton. Since 2010, NCCU School of Law has been at the forefront of virtual legal education with the launch of its Virtual Justice Project. The Virtual Justice Project is an innovation in legal education and technology. Initially funded in 2010 with a BTOP (Broadband Technology Opportunity Program) Grant, NCCU School of Law pioneered this approach to address the under-representation of African American lawyers and a lack of access to justice for low-income and marginalized communities.

Special consideration is being given to an opioid-focused project as the program expands its reach. Through the distance learning and telemedicine funding opportunity, in this project the contributors plan to expand the project offerings to five more rural counties and upgrade end-of-life equipment at the NCCU School of Law. This will ensure that this program continues and grows throughout North Carolina and beyond.

“Women in Jazz and Jazz Gender Justice: The Tribe Jazz Orchestra”, Lenora Helm Hammond. Tribe Jazz Orchestra® (TJO) is an ensemble of 25 musicians, spanning three generations, led by Chicago native, vocalist, composer, and educator Lenora Helm Hammonds (p/k/a Lenora Zenzalai Helm), embodying a unique approach to the music of the big band tradition. TJO’s unique personnel comprises a combination of jazz orchestra and modern chamber ensemble and engenders awareness and support for women in jazz.

The Tribe Jazz Orchestra is a significant disruptor of the usual occurrence of predominantly male leadership of a band. TJO comprises a substantial number of women instrumentalists, addressing the lack of gender equity of band members in most bands of any size. There exists a gap in the presence of women-led big bands, especially for BIPOC (Black, Indigenous, or People of Color) musicians. Jazz-women bandleaders, big-band bandleaders and instrumentalists are missing from the recorded discographies and performances documented in the lexicon of jazz history. Most people cannot name even a handful of BIPOC women big-band bandleaders. Professor Hammonds’ vision is to encourage young emerging women instrumentalists to coordinate and construct bands, independent labels, and women-led community music programs.

The members of the Tribe Jazz Orchestra have performed together in various configurations and have appeared in noted concert halls and international music festivals in the United States, Europe, Asia, Africa, and South America.

“Clinical Site Development Program”: Willie Gilchrist-Stanfield. The aims of this continuation grant are to: (1)

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Continue the established Community Clinical for Senior Nursing Students at NC; (2) Expand the Community Health clinical rotation to other underserved Durham Housing communities; (3) Develop the process for establishing a Heart Health program in all of the underserved communities under DHA; and, (4) Provide supporting teaching resources to residents so that they will obtain and maintain Healthy Heart.

“NCCU-LCCC Partnership in Cancer Research”, Micheler Richardson. The North Carolina Central University (NCCU) and the Lineberger Comprehensive Cancer Center (LCCC) at the University of North Carolina Chapel Hill (UNC-CH) propose to continue their effective and mutually beneficial partnership in cancer research that focuses on African American health disparities. During the past 13 years and with funding from the NCI, the two institutions have firmly established a partnership by building on complementary institutional strengths, conducting molecular cancer research, population-based research and training of junior faculty and students.

This Comprehensive Partnership to Advance Cancer Health Equity (CPACHE) application builds upon the foundation already established among the two institutions through the previous U54 funding mechanism to meet the challenge of disparities in cancer incidence and mortality in North Carolina and the US through cancer research, education, and community outreach.

“2020 North Carolina Public HBCU Participatory Project (PRP)”, Dr. Jarvis Hall, Dr. Artemesia Stanberry, Political Science. The Participatory Redistricting Project (PRP) will have three important components: (1) a partnership between the Department of Political Science, the Lawyers’ Committee for Civil Rights Under Law and the National Conference of Black Political Scientists; (2) mapmaking workshops at North Carolina’s public HBCUs (historically black colleges and universities); and (3) outreach to community groups adjacent to the campuses.

It is designed to give students the requisite skills to advocate for campus and community engagement in the redistricting processes following the 2020 Census and the next round of reapportionment. Moreover, community advocates will be equipped with data and maps that align with their interests. Students engaged in redistricting as community organizers and map makers, along with informed grassroots organizations, would significantly democratize the redistricting process.

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.

NCCU is a public HBCU liberal arts institution, therefore this question does not affect faculty and staff in the same way as it would at a traditionally white institution (TWI). NCCU has a large percentage of non-Black teaching staff, (<https://www.nccu.edu/oira/dashboards-institutional-data/nccu-employment>) Since NCCU recognizes the challenges faced by communities of color located near the campus, and conducts research within those communities, some departments account for the often-racialized nature of community engagement by placing a greater emphasis on community engagement and service as a criterion for promotion and tenure. We currently provide support and mentoring for faculty and staff engaging in community work, recognizing the unique challenges faced by individuals engaged in work that disproportionately impacts communities of color. This involves providing resources and training to support community engagement, mentoring and support from senior faculty and staff. As a result, there have been discussions regarding the tenure and promotion process and staff reward process at NCCU. These discussions have led to the following suggested revisions to the current processes at NCCU that may mitigate the often-racialized nature of community engagement:

Likewise, NCCU is placing a greater emphasis on promoting diversity and inclusion. Subsequently, the university

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could prioritize candidates who have demonstrated a commitment to social justice issues.

Additionally, NCCU could place greater emphasis on cultural competence in the evaluation of tenure and promotion candidates. This may involve evaluating a candidate's ability to work effectively with diverse communities and understanding the unique cultural and historical experiences of communities of color.

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.

Our current definition is as follows: “Service Learning is defined as a vehicle and an educational strategy by which students learn and develop active participation in thoughtfully organized service activities that is directly connected and supported by course content. Students are assigned by faculty to perform certain functions indicated in their course syllabi, which provide service to the community and simultaneously enables students to meet selected course requirements or practice certain skills learned from their course assignments. It is an engaging pedagogy that helps foster civic responsibility, integrates and enhances the academic curriculum of the participants and includes structured time for the students and participants to reflect on the service experience through a variety of formal and informal activities”. In 2019, NCCU OCES Director reviewed the syllabi and worked with faculty teaching service-learning courses to ensure that the courses met “best practices” based on the Corporation for National and Community Service (former Learn and Serve America) guidelines. This review also provided an opportunity to ensure there was an emphasis on the mutual benefit of service-learning to both students and community partners/entities where the service was performed. Guidelines for “quality service learning” were distributed to all academic departments. As a result, several courses previously defined as service-learning were removed from the course registry due to not meeting the new standards.

Our processes have remained the same for identifying service-learning courses. Faculty requesting the service-learning course designation must-

- (1) submit their syllabus for review to OCES to ensure basic components are included, such as the identification of the service-learning project for the course, and notation of the reflection for the students; and
- (2) the involvement of the Registrar’s Office. The Registrars' Office highlighted service-learning courses for students during registration periods and recorded their enrollment data. The goal was for these courses to be easily identifiable and accessible to students during the registration process. Department chairs and faculty would then encourage student enrollment in service-learning courses.

Each term, all service-learning course syllabi are reviewed by OCES to ensure that the faculty member

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delivering the course content carries forward the service-learning agenda. The Registrar's Office rather than the OCES developed the mechanisms necessary to become the primary office to track enrollment in service-learning courses.

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

187

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

8

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

7%

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

17%

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

33

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

8

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

92%

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

56%

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

131

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

-24

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

22%

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

10%

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

48

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

n/a

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

8%

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

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n/a

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

47

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

n/a

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

8%

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

n/a

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

34

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

n/a

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

6%

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

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n/a

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

1943

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

689

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

36%

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

227%

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

2018-19

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.

The for-credit course data was derived from NCCU's Student Data Mart 2018 and 2019 Post Grades-Section MEETING, 2018 Fall PDF file, and the Get Connected Service-Learning Course report. OCES provided the Office of Institutional Research and Analysis with the following section code prefixes: S1, S2, SL1, SL2, SL3. These codes are used in Banner (an integrated student information system) to identify all service-learning courses.

Annually, OCES extracts data from Get Connected to compare them to the for-credit bearing courses in Banner. Data are used on a campus-level to ensure all departments are offering service-learning as a viable option for upper division students to complete the community engagement academic graduation requirement in courses that complement student career goals.

Since the 2015 Carnegie classification, we have been able to increase the number of undergraduate service-learning courses and the number of departments represented. Likewise, faculty teaching the courses and the

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number of students enrolled in the courses have increased.

A further analysis of the data reveals that students come from a diversity of majors. For example, our top 10 majors represented in service-learning classes are mass communication 26% (281), music 9% (102), criminal justice 9% (98), business administration 8% (90), political science 8% (82), physical education 6% (65), family and consumer science 5% (49), psychology 4% (47), computer science business 4% (46), parks and recreation 4% (43), and social work 3% (32).

The social issues addressed through these courses range from healthcare, education, poverty, racism, gender equality, social justice, hunger, and civil and political rights. The number of departments represented is 92% of all our total academic units. We recognize that the graduate level courses that are community engaged are not reflected in the data because those departments have not coded their courses in the Banner student information system.

For example, the NCCU School of Law offers the following community engaged clinics: Elder Law, Street Law, Legal Eagle, Expunction, and Lawyers on the Line, (<https://law.nccu.edu/about/legaleaglereview/>). In addition, the School of Education's Counselor Education program provides practicum experiences, (<http://www.nccucounseling.com/student2/index.php>); the College of Health and Sciences' Communications Disorders program offers clinical experiences, (<https://www.nccu.edu/departments-communication-sciences-and-disorders>); and Public Administration program provides study abroad opportunities in Monrovia, Liberia and Accra, Ghana, (<https://twitter.com/CJPaulPhD/status/1625790645611687937>)

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

We currently do not code community engaged courses on student transcripts. However, OCES does post the total number of community-engaged hours completed on the transcript for all graduating seniors. Also, during the registration process, for the community engaged courses, the section type abbreviation is listed as SL, which denotes service-learning courses for students to know in advance, prior to registering for them.

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

First-Year Sequence

The purpose of the University 1100 course is to help new students make a successful transition into NCCU. As a requirement for graduation, this course is designed primarily to introduce students to college life and develop skills necessary for their success. It serves to promote scholastic attainment, the value of education, self-actualization, involvement in the campus and local community, and leadership skill development. The course

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focuses on the mastery of study skills, writing skills, critical thinking, health issues, and related issues, (<https://www.nccu.edu/university-college/student-academic-success>)

Graduate Courses

Street Law 8171 is a survey course that promotes community outreach through classroom and community education. This course teaches law students how to effectively educate and empower grade school students with the legal and civic knowledge, skills, and confidence to bring about positive change for themselves and others. The course touches on broad legal topics to give grade school students a better understanding of the law and how it affects them in real life.

A part of the course is community engagement and outreach. This is comprised of law students visiting local middle schools to provide interactive and engaging presentations on the law. Not only do law students teach middle school students the fundamentals of the law, but they also model how to be positive impactful citizens.

Street Law is a 1-credit hour course that comprises of law students, under the guidance of the Professor, creating lessons on the law and relevant community engagement materials to teach legal topics to middle school students in Durham Public Schools (DPS). This model is in partnership with the regular social studies/civics' teacher. Law students taught students (6th, 7th, & 8th grade) at Shepard Middle School, located on Dakota Avenue in Durham, NC, which is about six minutes from the Law School. Law students led the lessons in-person at Shepard Middle School once per week for six weeks.

(<https://law.nccu.edu/academics/curriculum-description-2/full-curriculum-listing/>)

(<https://law.nccu.edu/events/nccu-wills-clinic-elder-law-project/>) (NCCU Wills Clinic/Elder Law Project)

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

Internships, Co-ops, Career exploration

Community engagement is at the core of the Master of Public Administration's academic purpose as a program driven by public service leadership values. Community engagement is integrated into the core, elective, and capstone courses through fieldwork, experiential learning, and practitioner engagement. For example, the students in the elective course, PADG-5010, work with non-governmental agencies and local government for the City of Durham's Point-in-Time Homeless Count. Students in this course gained firsthand experience in navigating social programs and observing social service professionals, and then analyze this experience through reflective assignments and class discussions. Most core courses bring community practitioners as guest lecturers for in-class public management consulting activities. Finally, MPA students complete a for-credit capstone internship course in which they analyze a specific public administration element of their 300-hour internship work service.

Study Abroad/Study Away

Students in the Executive MPA track participate in an international internship abroad for two weeks during the summer semester. Students are matched with various agencies based on their current work experience that

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allows them to view the same or similar work processes through a global lens. Students have traveled to Jamaica, Liberia, and Ghana. The international internship for Executive MPA students is a for-credit capstone internship course in which they also analyze a specific public administration element from an international perspective.

Campus Scholarship Program

Students in the University Honors Program receive an enriched intellectual and academic experience in a diverse community of highly motivated peers. Students enroll in challenging sections of general education curriculum and upper-level honors courses, some of whom are community-engaged. The honors students also engage in community leadership activities that allow them to apply classroom knowledge to real-world problem solving and leadership. They can participate in research activities on- and off-campus where they are mentored by faculty and present their original research at local, regional, and national conferences. Moreover, they are encouraged to participate in NCCU's Graduate School Exposure Tour, <https://www.nccu.edu/university-college/graduate-school-exposure-tour>, in which they partake in campus visits and interact with institutional representatives at various graduate programs during the fall.

In 2015 we reported community-service coursework in 25 academic departments. Since then, the provost Office has requested each academic department to have a service-learning or community-engaged course. Despite having faced merger and elimination of several academic departments (2019-2020); several state-mandated budget cuts yearly (2015-2022); five provosts (2015-2021); and unfunded state mandates to offer more basic educational courses, NCCU continues to have 25 academic departments, as diverse as Chemistry to Computer Information systems, who offer at least one or more community-engaged courses.

Student Research

Additionally, NCCU's Annual Graduate and Undergraduate Research symposium continues to provide opportunities for traditional and community-based student research. Outreach to students who were engaged in a community-based research program has been conducted with the...

- (1) Department of Nursing where community-based projects were standard and embedded within the course of study; and
- (2) Department of Public Health Education where community-based projects constituted the core of student research work.

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.

NCCU's 2015 Carnegie application served as a mid-point in the organization of faculty curricular engagement and as an impetus to:

- (1) engage in deliberation and decision-making on creating a comprehensive curricular presence
- (2) expand our curricular to include student and faculty research
- (3) create more opportunities for engaged scholarship

(1) OCES met with deans/chairs to discuss ways their faculty could integrate service-learning in classes. Introductory service-learning training continued to be provided to new faculty during their orientations. These discussions led to faculty enhancing their curriculum by identifying social issues that relate to the student-learning outcomes. Additionally, training on project-based learning (PBL) was offered by the Office of Faculty Professional Development (OFPD). As a pilot, incentives were offered to incorporate PBL into GEC courses,

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such as in Chemistry-1200 that was taught in-person and online. Faculty members required students to test water samples from tap and well systems. Many students selected locations, such as daycares and nursing homes, in underserved communities that served vulnerable populations. They shared test results with agencies and recommended follow-up with a professional testing company.

With the success of the pilot, we plan to use an incentivized hybrid-model, adopting the strengths of both service-learning and PBL pedagogies to provide a broader cross section of community-engaged courses within STEM general education curriculum.

Faculty and Staff community engaged research: Since the last classification, community-engaged grants have increased significantly, particularly the School of Nursing faculty pursuit. There were 14 grants submitted by 8 faculty members. Of the faculty members, 5 (100%) submitted 14 grants. Of those grants, 10 (71.4%) were funded for \$681,670, while 4 (28.6%) were not funded. Of the funded grants, 4 (40%) received \$517,000 from external sources, and 6 (60%) received \$104,900 from the university.

Additionally, Dr. Jonathan Livingston, in the Psychology Department, engaged students and the community through his research-based ethnodramas, (<https://ctsi.duke.edu/news/nccu-ethnodrama-team-published-journal-cervical-cancer-research>)

Both graduate and undergraduate students have active roles with this research model, (<https://ctsi.duke.edu/news/duke-ctsi-nccu-debut-ethnodrama-addressing-opioid-use-and-addiction>)

Creating opportunities for engaged scholarship: Faculty embrace scholarship around engagement. An example of this is Dr. Jarvis Hall, Political Science professor and former Director of the now defunct Institute for Civic Engagement and Social Change. (<https://www.wunc.org/education/2015-02-27/its-final-unc-board-of-governors-votes-to-close-academic-centers>), (<https://hbcubuzz.com/2015/02/nccus-institute-civic-engagement-social-change-threatened-closure/>). He coauthored "Higher Education and Civic Engagement...", in "Lead the Way: Practices and Principals in Civic and Community Engagement," (<https://titles.cognella.com/lead-the-way-9781793561947>), and (https://cognella-titles-sneakreviews.s3-us-west-2.amazonaws.com/80854-1A-URT/Toms_SP.pdf); "Political Science Initiative to Promote Grassroots Involvement in State's Redistricting (July 2020)," (<https://www.nccu.edu/news/political-science-initiative-promote-grassroots-involvement-states-redistricting>); "The Genesis of the Moral Mondays Movement," APSA Institute for Civically Engaged Research, Tufts University (June 2019), (<https://tischcollege.tufts.edu/civic-studies/american-political-science-association-institute-civically-engaged-research-icer>).

As NCCU looks forward, there is interest in developing issues-based interdisciplinary study and research whereby students will have the chance to study issues, such as mass incarceration, school-to-prison pipeline, and voting rights restoration for convicted felons.

NCCU needs to expand the database for community-engaged projects. This will help the campus and community to better identify and connect with faculty-led, campus-based projects and bring connectivity that will strengthen projects and ensure that a broad-based audience is connected to opportunities to learn, support, and grow in the disciplines that these projects represent.

SECTION 11: Co-Curricular Engagement

1. Describe how community engagement is integrated into institutional co-curricular practices by

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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

g. The Certified Internship Program offered students the opportunity to enhance their knowledge and skills learned through their non-paid experiential learning experiences. This collaboration between the Community Engagement Office and the Career and Professional Development Center was open to students in all majors and departments and allowed them to earn community service hours based on the total number of hours worked. The opportunity correlated with the student's major and career interests and the student was required to identify and successfully complete their learning objectives. All community service/service-learning hours for graduation certification are housed in the Get Connected platform managed by the Community Engagement Office. The Criminal Justice program and the Kinesiology Department have used the program to allow their students to earn community service hours as they obtained credit for their internships.

k. Students in the University Honors Program (UHP) received centrally located suite-style and/or apartment-style housing that provided an optimal living and learning environment, access to high-tech media, computer and learning technology, and special printing and copying privileges. Students in the Honors Living and Learning Communities supported and encouraged one another through a close-knit community, stimulating activities and discussions, student study sessions, and an honors residential library.

Honors students received an enriched intellectual and academic experience in a diverse community of highly motivated peers. Students enrolled in challenging sections of general education curriculum honors courses and upper-level departmental honors courses. They also engaged in honors community leadership activities that allowed them to apply classroom knowledge to real-world problem solving and leadership. They participated in research activities on and off campus, where they were mentored by accomplished faculty members and presented their original research at local, regional, and national conferences.

UHP students engaged in scholarly research within their classes, with faculty mentors, and through co-curricular experiences. Upon completion of that research, students were encouraged to present their findings at local, regional, and national honors and discipline-specific conferences.

n. NCCU student-athletes completed 11,715 hours of community service with 25 different service organizations in 2018-19 to rank No. 1 in the Helper Helper Division I Top-25 list, according to the Helper Helper volunteer management platform's annual report.

Nine NCCU teams rank in the top-5 among Division I programs by sport, including men's track & field/cross country, women's volleyball, women's tennis, and women's basketball placing second. Other NCCU teams

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finishing in the top-5 are baseball, men's tennis, and men's basketball in third, and football and women's track & field/cross country in fifth.

"I am extremely proud of the commitment to 'Truth and Service' of our student-athletes," said NCCU Athletics Director, Dr. Wicker-McCree. "It demonstrates the importance to not only stress academics and athletics, but also the priority of developing citizens and leaders as we continue to represent NCCU in our local community."

The Helper Helper volunteer management platform tracked community service hours through the mobile app and online portal. The app provided a team-by-team breakdown of service hours and rewarded top performers of the more than 200 NCAA participating institutions.

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

NCCU students participated in civic and community engagement projects in curricular and social-based activities at a local and national level. These student-led volunteer and engagement experiences were the primary high-impact practices NCCU implemented to increase their wide range of skills. The development of these skills played a vital role in helping students become productive global citizens in their communities. In collaboration with Student Engagement & Leadership and the Division of Student Affairs, students were exposed and engaged in these opportunities through the ENGAGE platform. ENGAGE has over 100 student organizations, and campus departments that utilize this platform to promote civic and community engagement.

ENGAGE is a campus engagement platform for NCCU students, faculty, staff, student organizations, and campus departments. ENGAGE allowed users to search for campus events, find organizations they may want to be a part of, find departments to learn about their services, or create new organizations to meet the needs of our diverse campus population.

Student organizations and campus departments can customize their pages with program updates, photos, news articles, and social media accounts. Completed pages help interested students or organizations looking to collaborate find the most updated information to increase exposure to various civic and community engagement opportunities. These opportunities are used to supplement resumes and applications for internships or jobs.

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.

Active Citizen Continuum

The Office of Community Engagement and Service adapted the Active Citizen Continuum (Take Away, Alternative Break model) as an approach to guide students from a transactional perspective to a transformational experience for their academic community engagement requirement. The guide and rubric were piloted during the Fall break experience to support victims of the hurricane in under-resourced communities in eastern North Carolina. Residents in the region needed support from Hurricane Florence when the region still had not recovered from Hurricanes Matthew and Michael. Students perceived/observed the inequities for funding aid relief within the region. The model was followed, providing educational components prior to the fall break experience, on-going education by community agencies, strong direct service, daily

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reflection, and post reflection opportunities.

The office staff reviewed the outcomes of this experience and opted to continue its use for the students beyond the break experience. The Active Citizen Continuum is now a model available as a resource for faculty-led trips and other co-curricular activities.

Philanthropy Initiative

Just before the pandemic, Student Engagement and Leadership and the Office of Community Engagement and Service worked to develop a pre-alumni initiative. The collaboration resulted in the development of the Philanthropy Initiative in Student Engagement and Leadership. It is the practice of social responsibility that seeks to positively impact the human condition through the provision of time, talent, and treasure. Philanthropy includes volunteerism, fiscal contribution, stewardship, sustainability, and advocacy.

The model's structure has a Philanthropy Champion within each student organization. Their tasks included, but are not limited to:

- Recruit students to participate in the committee activities
- Work with the Activities Lead to ensure there are events geared towards all students
- Serve as the primary point-of-contact for his or her organization
- Educate your organization about the mission and accomplishments of NCCU

Through the Philanthropy initiative, students can establish a stronger connection with other students at the university, the alumni and community.

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.

The mission of Student Engagement and Leadership (SEAL) at North Carolina Central University (NCCU) is to enhance academic learning and retention by promoting intentional involvement. SEAL offers co-curricular learning and experiences that promote student engagement, civility, leadership development, expression of ideas, citizenship, and belonging, to develop the holistic student. SEAL is committed to working with student organizations, advisors, and campus and community partners to advance a student-centered learning environment.

Student community engagement experiences (listed below) are led by student leaders selected by their peers. NCCU, SEAL, and the Division of Student Affairs allowed student leaders to create and execute their projects. Student organizations are given financial support to implement community engagement programming related to the student organization's overall mission and support the university's overall programming mission.

The examples below highlight this growth:

Offices and Student Organizations that fall under the supervision of SEAL and the Division of Student Affairs hosted multiple community engagement projects that enhanced students' range of skills, such as project coordination, planning and execution, budget management, and volunteer recruitment. A few examples include:

Voter Registration

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Keep NCCU Clean-
Holman Kidz School Supply Drive
March to the Polls

The Student Government Association designated two members of its executive board and the Royal Court to serve in community engagement roles and operated on a community engagement alliance.

Director of Political Action & Civic Engagement
Director of Community Service
Royal Court
a. Responsible for planning and executing community service events for their respective classes
Liaison for the NC Black Alliance- Voter & Civic Engagement

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.

Individual offices and student organizations supervised by SEAL and the Division of Student Affairs supported student leadership in community engagement recognition. However, there are two specialized recognition programs that were created to celebrate the overall student leaders and student body for their community and campus engagement efforts.

Eagle Choice Awards

Organizations Awards- Awards given to student organizations, which through their activities, programs, and projects, have significantly influenced NCCU and the local community. These awards are based on the quality of events held, the amount of community service performed, and participation in other campus events.

Student Awards- Awards recognize undergraduate students that demonstrated consistent flexibility, initiative, creativity, and perseverance. These individuals made meaningful contributions to undergraduate students, the University, and/or the local community.

End of the Year Leadership Celebration

The awards ceremony was hosted by Student Government Association (SGA) recognizing student leaders, student organizations, and campus departments who provided excellent service to the NCCU and local community through their programs and initiatives.

SEAL has created new programs and initiatives for students who are not currently consistently engaged in community-engaged activities outside of their comfort zones to enhance their developmental opportunities centered around the cultural competencies, asset-based approaches, and values of reciprocity for engaging with communities. A few examples are:

Leadership Talks- Designed to have conversations with student groups on how to be engaged outside of their comfort zones and specialized groups:

- a. Muslim Student Association
- b. LGBTQA Student Organization
- c. Transfer Student Association

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d.Student Entrepreneurship Club

e.First-year seminar classes

Tacobouit Tuesdays- Leadership & Engagement discussion/interactive sessions held once a month on various leadership development topics

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).

The fundamental mission of the Civic Engagement Working Group (CEWG) is to institutionalize civic engagement at NCCU. Along with other university goals, it seeks to produce graduates who acquire a minimum level of political and civic awareness. Moreover, it provides graduates with the tools to utilize that awareness in their postgraduate professions and communities. The project focused on local/municipal elections and issues; however, through engaging elected officials at other levels of government, i.e., the Durham delegation in the North Carolina General Assembly and the U.S. Congress, it addressed state and national issues. Lessons learned from this initiative were the pandemic played a key role in the types of activities that could be held thus in-person events were eliminated. Improved communication among the differing student organizations to avoid duplication of tasks. As a result, staff recruited new students committed to the program and able to give maximum effort.

The NCCU Campus Pantry (CP) is a supplemental food assistance program with a mission to reduce food insecurity for all individuals within the NCCU community. The CP is a free resource that targets student-specific needs, but it is also available for staff and faculty. CP supports the University's strategic priorities three-fold through student access and success, collaboration and partnerships, and institutional sustainability, (<https://www.nccucampuspantry.com/>)

NCCU provides access to a diverse student population, and healthy, sufficient, and socially acceptable foods that support student academic success by alleviating hunger and reducing the burden of food costs. The CP has many nonprofit community partners in the Triangle region (such as End Hunger Durham, Diaper Bank of NC, Welcome

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Baby, and Inter-Faith Food Shuttle) that offer students the opportunity to form collaborations. These collaborations are often mutually beneficial and expose the students to other professional organizations. Since its inception in 2014, the CP's operational budget has been funded by charitable donations, independent contributions, and volunteer workers.

One lesson learned is that having an AmeriCorps VISTA on site is helpful to ensure that we have one person on hand who can transfer the information over to ensure consistency. These service volunteers commit to a year of service for the institution to build capacity that impacts low-income people on college campuses dealing with food insecurity. We are currently in our second year working with the AmeriCorps VISTA and have found numerous benefits. Since these positions are not designed for direct service, they have helped expand service offerings, increase incoming donations received, and outgoing food and grocery distributions to students, staff, and faculty. The VISTA workers have helped improve Campus Pantry staffing continuity and the program's access to the NCCU campus community, (https://my.americorps.gov/mp/listing/viewListing.do;jsessionid=UtNPXPEg3BxmOqbtioqXqlAfa5jDnUqRo_QosAFweurYg51ipw6K!-827736092?fromSearch=true&id=97354)

In accordance with the NCCU's commitment to protecting human research participants, the University has adopted policies and procedures to ensure hypothesis-driven human subjects research inclusive of community-based participatory research and other approaches to community-engaged research is proposed and conducted: (1) in conformance with core principles defined in the Belmont Report, including respect for persons, beneficence, and justice; and, (2) in compliance with appropriate federal and state regulations.

NCCU hosts a single IRB committee registered with the U.S. Department of Health and Human Services (DHHS) Office of Human Research Protections (OHRP), IRB00001726 under the oversight of the Director of Research Compliance and Technology Transfer. The IRB has the authority to approve, disapprove, suspend, terminate, monitor, and require modifications of all human subjects research activities initiated, promoted, and supported by or at NCCU. Faculty, staff, and student investigators engaged in human subjects research is required to complete online training in human research protections through the CITI program. The IRB is integral to NCCU's human research protection program (HRPP) and supports faculty, staff, students, and community partners through access to on-line education and resources; and over the last two years increased in-person/in-class presentations, trainings/workshops and consultations. A lesson learned was the need to provide in person training with community-based organizations because internet access was proven to be a barrier. This has fostered greater understanding and more research collaborations driven by community partners, (<https://www.nccu.edu/research/office-research-compliance-and-technology-transfer>)

Numerous funding agencies are prioritizing within their grant application review, the benefit to society of a proposed research program/activity. For example, the National Science Foundation (NSF) Broader Impacts statement is included as a part of its merit criteria review (<https://new.nsf.gov/funding/learn/broader-impacts>).

Efforts proposed in broader impacts statement are supported by NCCU in numerous ways including but not limited to leveraging on-campus resources and existing external affiliations/partnerships/collaborations with community organizations, indigenous tribes and nations, industry, state and local government agencies (i.e., libraries, public-school systems, police departments), not-for-profit and non-profit entities, small business, other colleges/universities, and economic development/ workforce development organizations.

An example of NCCU leveraging an existing partnership in support of impacts specifically broadening participation in STEM was evidenced through the NSF HBCU-UP awarded project, "DREAM STEM–Driving Research, Entrepreneurship, and Academics through Mastering STEM" aimed to address the need to increase enrollment, retention, persistence, and graduation in physical and mathematical sciences undergraduate degree

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programs, (<https://www.openaccessgovernment.org/dream-stem-project/66694/>)

Broadening participation requires different approaches to build STEM education and research capacity. DREAM STEM's innovative approach addresses development of student's identity as a scientist and expands their mindset for entrepreneurial thinking and facilitates enhanced STEM learning. The DREAM STEM Project provided scholarships, a Research Discovery Innovation (RDI) Summer Institute, undergraduate research experiences, summer bridge coursework, tuition for summer school, book awards, conference travel, and work stipends. The "teaching-as-research" activity facilitated through mini-grants engaged STEM faculty to pursue, learn, and implement new, effective strategies to improve teaching and student learning.

(<https://www.unc.edu/discover/blackstone-celebration/>); and (<https://www.ednc.org/nc-central-and-nc-state-build-physics-and-engineering-partnership/>)

Further results of DREAM STEM showed a 17% overall enrollment increase in all STEM programs and for the NCCU Physics degree program specifically, enrollment increased 63%. Additionally, retention rates for the DREAM STEM sample averaged 95% compared to 68% for the NON-DREAM STEM sample. DREAM STEM participants persisted toward the STEM degree at a rate that exceeded 91% whereas persistence was 40% for NON-DREAM STEM students. A lesson learned was without the DREAM STEM Project, more high-caliber students initially interested in a STEM degree may not have persisted nor remained enrolled at NCCU.

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.

Since the last classification NCCU has engaged in strategic planning during the 2018-2019 academic year, at the University and Division levels to identify objectives and measurable strategies that further enhance and distinguish the university as a "top-tier institution with a robust and flexible curriculum, innovative research, market-responsive co-curricular programs, and impactful community engagement". NCCU committed to prioritize institutional values with community needs as shown in its Strategic Plan - Objective 2.4. Build relationships with targeted community organizations to assist with community based participatory research, entrepreneurship and service opportunities, (<https://www.nccu.edu/strategic-plan-2019-2024>).

The NCCU's Advanced Center for COVID-19 Related Disparities (ACCORD), (<https://www.nccu.edu/accord>) exemplified this objective through the following goals and project outcomes:

Conduct multidisciplinary research to study the public health and economic impact of COVID-19 in underserved communities in North Carolina.

Conduct outreach with local community groups and organizations to provide culturally sensitive and effective health messaging.

Provide multidisciplinary seed grants to study the public health and economic impact of COVID-19 on underserved communities.

The following data depicts the outcomes and highlights from ACCORD (2019-2022):

Project Impact – Sixteen (16) counties representing greater than 30% (>3 million) of NC population
COVID-19 Testing - Greater than 5,000 people at more than 52 sites (1-3% positive rate)

Survey Data Collection - Greater than 1,600 Vaccine Hesitancy Surveys completed, (<https://www.ncdhhs.gov/news/press-releases/2020/12/29/ncdhhs-announces-new-partnership-nccu-enhance-covid-19-outreach-efforts>)

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among-underserved)

Translation

Community-led development of culturally responsive messaging

Purchase and delivery of freezers to public health agencies for vaccine storage with focus on underserved areas in partnership with the State <https://spectacularmag.com/2020/12/22/nccus-accord-program-to-provide-freezers-for-vaccine-storage-in-underserved-nc-communities/>

Deployment of mobile health units throughout NC

Informing State policy

Continued long COVID assessment

The strategic success of NCCU's ACCORD has and continues to foster significant community-based participatory research: Examples include:

BRAVE (Building Resiliency and Vital Equity) - Bidirectional community-engaged approach to build trust and sustained relationship and partnership with the Lumbee (Native American) community. In turn, enabling an understanding of social, ethical, and behavioral implications (SEBI) that will be used to inform focused interventions with the purpose of overcoming barriers and improving health outcomes, <https://clinicaltrials.gov/ct2/show/NCT04964154>

CARES (Center for Applied Research in Environmental Sciences) - Addresses the role environment plays on health, disease and disproportionate impact on underserved populations; and Engage in community-driven impactful environmental health and exposure research to inform and implement science-based public policy, <https://www.rti.org/centers/nccu-rti-center-applied-research-environmental-sciences>

PBERN (Practice Based Equity Research Network) - Transform and enhance practice-based research to achieve health care equity among North Carolina's most vulnerable suffering health disparities. Highlights include creating a patient/community advisory board and an external advisory committee of providers; integrating community, patients, and providers through consortium activities; developing community-recommended health awareness and prevention programs; engaging and executing programming statewide using NCCU mobile health units; provide training in clinical and health services research methods and support consortium members in areas such as biostatistics, data science and survey design, <https://www.nccu.edu/news/nccu-launches-health-communications-core-hcc-expand-capacity-health-disparities-research>; and (https://taggs.hhs.gov/Detail/AwardDetail?arg_AwardNum=UG3MD018398&arg_ProgOfficeCode=56)

SECTION 14: Reflection and Additional Information

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

The learnings, insights, and unexpected findings are as follows (no order of importance):

- (1.) The need for OCES to communicate with the new NCCU chief human resources officer to incorporate the language of community engagement and service into every posted employment opportunity;
- (2.) The need for OCES to gather more frequent surveys about its own effectiveness from community partners and on-campus partners. To then also document the incorporation of the ideas from surveys;
- (3.) The need for OCES to advocate to the University Registrar for the designation of Service-Learning classes

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onto the official transcripts of all students;

(4.) The need for OCES to collaborate with the Dean of Graduate Studies on incorporating more Service-Learning graduate courses;

(5.) The need for OCES to lobby the Associate Vice Chancellor for Faculty Development and Resources to offer more financial incentives for professors to convert their curriculum and syllabi to reflect more projects and outcomes in community engaged courses; and to update the current language in tenure and promotion manuals for each department to be consistent and reflect the contemporary verbiage (common parlance);

(6.) The need for OCES to work with the Chancellor's speech writers to develop consistent language that promotes the values of community engagement and service in all public pronouncements;

(7.) The need for OCES to establish procedures that will gather the necessary data for the next Carnegie Application (2026) in quarterly or bi-annually increments;

(8.) The need for OCES to re-establish liaisons with each University division and department;

(9.) The need to dis-aggregate faculty data related to community engagement;

(10) The need for OCES to develop a web-based repository for community engagement data.

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.

Yes, in April 2023 NCCU hired Dr. Joi N. Phillips (email: jnphillips@admin.fsu.edu), Director of the Center for Leadership & Social Change at Florida State University as a consultant to assist OCES with its Carnegie Application,

<https://carnegieclassifications.acenet.edu/elective-classifications/community-engagement/training-consultants/>

NCCU staff (Tia Marie Doxey, Jessica Davis-Ganao, Willie Gilchrist, Ruby Messick, Calleen Herbert, Dr. Will Guzman) attended...

(1.) North Carolina Campus Engagement Workshop entitled "Preparing for Carnegie—HBCU Outreach," on March 1, 2022 led by Carnegie Foundation's Drs. E. Janke and M. Morales.

"Carnegie Classification: Building a Team, Data & Resources", on May 10, 2022 led by Drs. John Saltmarsh and M Morales, Lauren Bartsche.

Carnegie Community Engagement Elective ACE Engage platform launch, September 7, 2022, hosted by the Carnegie Elective Classifications Team

(2.) NC Campus Engagement at the UNC–Pembroke workshop entitled, "Preparing for the 2024 Carnegie Community Engagement Elective Classification," on September 27, 2022 led by Carnegie Foundation's Drs. Marisol Morales and Lauren Bartsche, <https://nccampusengagement.org/events-and-training/>

"Preparing Applications for a Third Time", October 12, 2022

(3.) GivePulse Webinar entitled "Carnegie Classification: a 'deeper' look to the future" on February 24, 2023 led by Carnegie Foundation's Drs. Marisol Morales, Lauren Bartsche, and John Saltmarsh

(4.) Stillman College 2-day Workshop entitled, "Community Engagement Workshop for HBCUs and PBIs," on March 28-29, 2023 led by Carnegie Foundation's Drs. Marisol Morales and Lauren Bartsche.

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.

The representation was from the following persons, Dean, Department Chairpersons, Faculty, Staff, Administrator, from these departments: Music, Criminal Justice, Family and Consumer Science, Schools of

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Education, Law, Library Science and Information Systems, Business, Distance Education, Assessment, Institutional Research and Analysis, Staff Senate, Communications and Marketing, Community Engagement and Service, External Affairs, Institutional Advancement and Student Affairs.

The voices missing for us were students, alumni and community partners. This would have provided the 360-degree analysis to gather all perspectives of community engagement.

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).

n/a

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.

What other recognition or awards has our university received that are community-engagement related?

(1.) Voter Friendly Campus: NCCU earn the Voter Friendly Campus designation,

<https://www.voterfriendlycampus.org/campus-designees-2024>

(2.) NCCU is Top Ten nationally in the Social Mobility Index (2018-2022), see <https://www.nccu.edu/news/nccu-obtains-notable-us-news-world-report-2022-rankings>; and <https://www.nccu.edu/news/nccu-shines-2023-us-news-and-world-report-rankings-report>; and <https://www.nccu.edu/news/nccu-tops-us-news-world-report-2020-rankings>

(3.) Military Friendly Campus: NCCU is recognized by G. I. Jobs as a "Military Friendly School" and has established Eagle Vets, a recognized chapter of Student Veterans of America.,

<https://www.nccu.edu/enrollment/veterans-affairs>

(4.) LGBTQIA Friendly Campus: NCCU is ranked #2 among all 100 HBCUs as Top LGBTQ+-Inclusive HBCUs,

(<https://www.nccu.edu/life-nc-central/health-and-well-being/lgbta-center>; and

<https://www.bestcolleges.com/resources/top-lgbtq-hbcus/>)

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

The reflection piece should be done 1-2 weeks following the submission of the application, not in conjunction with the application.

The guide sometimes is not helpful, it seems to repeat the question.

The questions should be available in advance for a longer period of time, possibly three years.

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.

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Only applications from campuses that agree to the use of their application data will be made available for research and training purposes. No identifiable application information related to campuses that are unsuccessful in the application process will be released to researchers. We encourage you to indicate your consent below to advance research on community engagement.

Please respond to A, B, or C below:

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

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

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

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

Partner #1

Email	makayla.booker@wallstreetjr.org
Community Partner Contact	Makayla Booker
Community Partner Name	Wall Street Junior

Partner #2

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Community Partner Name	Jesus City Academy
Email	pastorjackie@gmail.com
Community Partner Contact	Jackie Omotosho

Partner #3

Community Partner Name	Reaching All Minds Academy
Email	nwayne@reachingallminds.com
Community Partner Contact	Natasha Wayne

Partner #4

Community Partner Contact	Anne Polesnak
Email	anne.polesnak@trianglerestore.org
Community Partner Name	Habitat for Humanity Restore

Partner #5

Community Partner Contact	Lenny Sutherland
Community Partner Name	Durham Rescue Mission
Email	lenny.sutherland@durhamrescuemission.org

Partner #6

Community Partner Contact	MyiShanka Mya McMillian
Community Partner Name	Purpose Learning Lab, Inc.
Email	purposelearninglab@gmail.com

Partner #7

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Community Partner Contact	Delbert Jarmon
Community Partner Name	W. G . Pearson Magnet Elementary School
Email	Delbert.Jarmon@dpsnc.net