

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

Submitted by Tufts University on 10/28/2022. Last modified on 5/16/2023.

## Application Deadline

May 1st, 2023 at 11:59 PM CST

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## 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.

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## 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.

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## 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.

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## 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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### First Name

Diane

### Last Name

Ryan

### Email

diane.ryan@tufts.edu

### Phone Number

617-627-7679

### Title

Associate Dean for Programs & Administration, Tisch College of Civic Life

### Institution

Tufts University

### Mailing Address 1

Barnum Hall

### Mailing Address 2

163 Packard Ave.

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**City**

Medford

**State**

MA

**Zip Code**

02155-5555

**Full Name of Institution's President/Chancellor**

Anthony P. Monaco

**President/Chancellor's Email Address**

president@tufts.edu

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

6079

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

3938

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

5044

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

934

**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.**

Tufts has a deep and historic commitment to civic life and community engagement, embedded across all schools and colleges at the university. It does not have one, singular university-wide definition of community engagement. There is, however, a stated commitment to community engagement in the mission statement of the university: "Tufts is a student-centered research university dedicated to the creation and application of knowledge. We are committed to providing transformative experiences for students and faculty in an inclusive and collaborative environment where creative scholars generate bold ideas, innovate in the face of complex challenges, and distinguish themselves as active citizens of the world."

As Tisch College Dean Dayna Cunningham articulated most recently in this year's keynote address at Tufts Parents and Family Weekend, "Tufts University has, in its core DNA, an unparalleled ethic and commitment to cultivating citizenship. It seeks to embed the values and skills of civic engagement into all corners of a transformational, world-class education. This commitment began with the founding of the school . . . in 1852, [and today,] Tisch College is the only higher education institution in the country dedicated solely to this work of building, defending and strengthening democracy. And it makes Tufts unique amongst American universities."

While there isn't one definition of community engagement, schools and colleges across Tufts have demonstrated a commitment to the idea of preparing students for a lifetime of civic engagement. For example, the Tisch College of Civic Life, through the Tisch Scholars Program and Tisch Summer Fellows, provides opportunities for students to engage with community organizations during the academic year and during the summer. The Tisch College Community Research Center (TCRC) centers community-based participatory research (CBPR), an approach to research in which community partners are involved in all aspects of the study. Tufts University School of Medicine requires students to complete at least 50 hours of community service learning in order to graduate. The Dental School, through the Tufts Community Outreach program, delivers on-site dental health services to high-risk populations in schools, Head Start programs, adult day activity centers, sheltered workshops, and community residences. The Veterinary School has partnerships with local schools and educates students about various topics in STEM fields and careers in Veterinary Medicine.

The Tufts 2013-2023 Strategic Plan elaborates on the idea of active citizenship this way: "Tufts faculty, students, and staff are active citizens and leaders within the university and in scholarly and professional communities, and contribute knowledge, skills, and expertise to address the problems of local, national, and global consequence in many ways." When our new President Sunil Kumar takes office this summer, we will begin work on a new strategic plan that will better define the meaning of community engagement across the university, as well as address current needs of the university and build on the work of the previous strategic plan.

<https://www.tufts.edu/about/mission-vision>

<https://provost.tufts.edu/wp-content/uploads/Tufts-Strategic-Plan-Full-Report-web.pdf>

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**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.**

Tufts University is fortunate to be located in four extraordinary communities: Boston, Grafton, Medford, and Somerville; in each, Tufts partners with neighbors, local nonprofit organizations, and government officials to improve the quality of life in our communities.

The main campus of Tufts University, founded in 1852, is located in both Medford and Somerville in Massachusetts, about 4 miles north of Boston. This campus is home to about 6600 undergraduate students, an increase of about 1500 students since 2015. For fall 2022, undergraduates were 45% White, 16% Asian, 10% Hispanic, 6% African-American, 7% multiracial, and 38% of students received financial aid. This campus is also home to the Graduate School of Arts and Sciences, the School of Engineering, and the Fletcher School. These schools enroll approximately 2000 graduate students. For all of these students, the Tisch College of Civic Life provides many opportunities to work with local nonprofit and government agencies through the Tisch Scholars and Tisch Summer Fellows programs. Tisch College also advises the Leonard Carmichael Society, which is an umbrella of over 30 student organizations that serve the Boston, Medford, and Somerville communities.

Tufts' health science graduate schools are located in the Chinatown neighborhood of Boston. The medical school was founded in 1893 in downtown Boston, and moved to its current location in 1949. This campus has since expanded to also include the Friedman School of Nutrition Science and Policy, Tufts University School of Dental Medicine, and the Graduate School of Biomedical Sciences. In the fall of 2022, these schools enrolled a total of approximately 1150 students. Each of these schools provides opportunities for students to engage with the community. For example, the medical school's Community Service Learning (CSL) program requires all medical students spend at least 50 hours working directly in the community. Many medical students choose to be a part of the Sharewood Project, a free health care organization that is managed primarily by first- and second-year students.

The School of the Museum of Fine Arts (SMFA), closely connected with the Museum of Fine Arts of Boston, became part of Tufts University's School of Arts & Sciences in 2016. The SMFA offers combined degree programs for undergraduates, as well as graduate and non-degree programs, with areas of study that run the gamut from painting and sculpture to performance to virtual reality. Students work with faculty across two campuses—in Boston and Medford/Somerville.

The Cummings School of Veterinary Medicine at Tufts University is located in Grafton, Massachusetts, about 40 miles west of Tufts' main campus. Talented students, faculty, and staff explore, practice, and advance veterinary medicine and its contributions to society in a learning environment dedicated to diversity, equity, inclusion, and justice. The Cummings School offers a four-year professional Doctor of Veterinary Medicine (D.V.M.) program, combined D.V.M./master's degree programs, singular MS and PhD degree programs, and has seven hospitals and clinics. The School has close partnerships with the local public school systems in areas related to STEM education.

<https://provost.tufts.edu/institutionalresearch/files/Fact-Book-2022-23.pdf>

**3. Describe the community(ies) within which community engagement takes place that will help to**

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**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.**

One of the oldest settlements in the country, Medford was incorporated as a town in 1630 and as a city in 1892. It was a center for industry, such as manufacturing brick and tile and building clipper ships. Medford was a site for the Underground Railroad and several residents were committed abolitionists.

Home to the main Tufts campus since the founding of the university in 1852, Medford is now a diverse community of about 60,000. Today, about one-fifth of Medford's population consists of immigrants, mostly from Asian and Latin America. Medford's demographic and cultural diversity is reflected in the varied community-building organizations—working on education, the arts, public health, the environment, and more.

By the time Somerville became a city in 1872, early waves of immigrants from Canada, Ireland, and Great Britain had shaped the city. Indeed, throughout the centuries Somerville has seen many waves of immigrants, and by 1930 it was the most densely populated city in the United States. Later, after the 1960s, new arrivals coming from Haiti, Vietnam, Cambodia, Sri Lanka, China, Colombia, Brazil, El Salvador, Guatemala, and Nicaragua further changed the city's profile.

Half of Tufts University's main campus is located in Somerville which has a population of about 80,000. More than 50 different languages are spoken on the streets of Somerville, resulting in vibrant business centers and lively residential communities. Somerville presents valuable opportunities for Tufts students and faculty to learn about existing assets and resources and to work collaboratively with community members to ensure that education, social services, and healthcare reach all residents.

Tufts' Health Sciences campus is located in Boston's Chinatown. Settled in the 1880s, discrimination restricted the Chinese to living in a geographically tight-knit community and working in groceries and restaurants—or to jobs few white Americans wanted in laundries.

Now, more than a century later, Boston's Chinatown is a thriving immigrant community that serves as a cultural, social, economic hub, and social service center for ethnic Chinese and other Asian residents from across the greater Boston area. Tufts students forge a connection with this unique community through service learning and other opportunities.

Beyond Chinatown, Tufts also partners with many organizations across the city, but in particular those organizations that serve the Roxbury and Dorchester communities of Boston. In these communities, Black and Latinx people make up more than two thirds of the population. While many of the ongoing economic challenges faced by these communities are the result of a history of discriminatory practices such as redlining and the chronic underfunding of schools, there is also a rich history of activism and organizing in these communities, and a strong sense of neighborhood pride.

Tufts School of Veterinary Medicine is located in Grafton, MA, a town in central Massachusetts of about 20,000. It has 4 elementary schools, one middle school, and one high school, and faculty and students engage students in STEM-related learning and opportunities to learn about careers in veterinary medicine.

**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**

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**longstanding or recent factors including a response to a legacy narrative that may not always have been positive.**

A century after its founding, Tufts University formalized its commitment to civic learning and engagement in 1954 through the creation of the Center for Civic Education. Later renamed the Lincoln Filene Center for Citizenship and Public Affairs, this center played a vital role in the growing movement to study and strengthen civic life. The center organized gatherings like the National Conference on Citizen Participation and the National Conference on Civic Renewal. It undertook research and published scholarly work on civic engagement. In 2000, recognizing the importance of civic engagement to its academic mission, Tufts created the University College of Citizenship and Public Service, later renamed the Jonathan M. Tisch College of Civic Life in 2016. Over the past two decades, Tisch College has evolved into a vibrant platform for local and global partnerships, for myriad student learning and service opportunities, and for groundbreaking research.

Today, Tisch College is led by a dean who reports to the provost and serves alongside the deans of Arts and Sciences, Medicine, and the other schools, thereby influencing the direction of the university. Tisch College aims to reach all students and faculty at Tufts University, regardless of their school or academic discipline. One way this happens is by having specific staff members at Tisch College who are responsible for coordinating civic engagement initiatives at the various schools and units around the university, including the medical school, veterinary school, and athletics. Tisch College cultivates relationships with community organizations and government agencies that result in internship opportunities for students and research collaborations between community organizations and Tufts faculty. More than half of Tufts graduates report being involved in some form of community engagement in their time at Tufts.

Tisch College combines the work of students with rigorous theoretical and applied scholarship about civic life and with advocacy for institutional and policy changes. Correspondingly, unlike many research centers, our scholarship informs and is deeply informed by practice. For example, the Center for Information & Research on Civic Learning and Engagement (CIRCLE) focuses on the political life of young people in the United States, especially those who are marginalized or disadvantaged. CIRCLE's scholarly research informs policy and practice for healthier youth development and a better democracy.

Tisch College also houses an academic co-major. Offered through the School of Arts and Sciences, Civic Studies is an interdisciplinary field that focuses on critical reflection, ethical thinking, and action for social change, within and between societies. People who think and act together to improve society must address problems of collective action (how to get members to work together) and deliberation (how to reason together about contested values). There are 11 courses required for this co-major that ask students to investigate various topics, including the historical, ethical, and social origins of organized movements for social change, as well as take courses that are based around an internship with local community organizations whose work relates to building inclusive democracies.

**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.**

In July of 2020, in response to the Covid-19 pandemic and calls for racial justice in, President Monaco initiated a series of five university-wide work streams with the overarching goal of bringing Tufts closer to being an anti-racist institution. Each work stream included faculty, staff, and students from across the university. The findings have been published in "Tufts as an Anti-Racist Institution," ([https://president.tufts.edu/wp-content/uploads/EXECUTIVE-SUMMARY\\_FINAL.pdf](https://president.tufts.edu/wp-content/uploads/EXECUTIVE-SUMMARY_FINAL.pdf)) and the recommendations are now being implemented.

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The work stream on Equity and Inclusion was charged with ensuring that “issues of equity and inclusion are addressed in our classrooms, laboratories, clinical training settings, and throughout our community.” The Compositional Diversity group was charged with studying efforts to improve campus diversity among students, faculty, and staff, and make recommendations that would help to “recruit and retain a more diverse community at all levels.” These work streams recommended required anti-racism training for all employees and the creation of pipeline programs to recruit a more diverse student body and retain faculty of color.

The work stream on Institutional Audit and Targeted Action made wide-ranging recommendations, including establishing clear, university-wide definitions for key terms, making DEI goals part of the performance review process, setting and measuring goals of creating a more inclusive campus via regular climate surveys, and public reporting of data. The first university-wide climate survey occurred in Spring 2022. While most respondents indicated general satisfaction with the campus climate, differences in satisfaction regarding certain areas of campus life by students and faculty of color have sparked discussions with senior leadership about next steps.

The Campus Policing work stream recommended enhanced training for campus safety officers on issues of bias, and the implementation of a hybrid response model, now in operation. Currently, the university has expanded the role of unarmed security officers to respond in situations where an armed officer is not required.

The work stream on Public Art recommended diversifying portraiture and called for new commissions of art and the more creative use of university spaces. In just one example Tisch College of Civic Life has established a lobby gallery to create juried exhibitions on various themes, such as democracy, immigration, LGBTQ rights, and incarceration, which have brought community members together to celebrate at opening exhibition events that are open to the public.

From the onset of the pandemic, President Monaco provided leadership to Massachusetts colleges on planning a coordinated response, sharing knowledge and institutional resources such as expanding testing capabilities for local communities, and providing university spaces for first responder emergency use. Tufts also partnered with the Medford Public Schools to secure a \$100,000 grant from the Cummings Foundation to support pooled Covid-19 testing across Medford, allowing the school district to reopen faster than in other municipalities across Massachusetts.

In addition, the university’s Covid-19 Rapid Response Seed Funding Program also fast-tracked funding for projects related to health issues and disparities regarding Covid-19, including studying ways to transition some elements of pre-natal care to telemedicine, and studying the different effects of Covid across different demographics in the Boston area.

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

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

- a. how the effectiveness of those actions and strategies are shared with partners.**
- b. how the campus ensures that community partners have “significant voice” and input into**



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**institutional or departmental planning.**

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

A. The Community Partnerships Committee of the Tisch College of Civic Life is comprised of university staff as well as representatives from organizations that are long-standing partners of Tisch College, including Community Action Agency of Somerville, the Medford Public Schools, and Boston Chinatown Neighborhood Center. There are currently eight community partners represented on the committee. This group provides recommendations and feedback to the university on various initiatives and projects, and also helps to plan events that engage the larger group of community partners that work with the university.

The values of mutuality and reciprocity are evident in this committee's collaborative efforts to plan Tufts University's annual Presidential Symposium on Community Partnerships. This event draws over 150 attendees, including representatives from more than 40 community partners as well as faculty, staff, and students from departments across the university. This event exists because community partners expressed a desire to engage in dialogue with key stakeholders across the university, as well as network with colleagues who take on similar challenges in their work as nonprofit organizations or government agencies in the Boston area.

Every year, Tisch College's Community Partnerships Committee plans this event based on the needs of community partners and the ongoing issues that are affecting the communities that they serve. These considerations inform the committee's choice of the theme for the event, the main speakers, and the structures that will facilitate discussion and networking.

The event itself is also used to share progress on and receive updates regarding various initiatives. For instance, Tisch College of Civic Life recently identified a "North Star" to guide our work going forward: "Building robust, inclusive democracy for an increasingly multiracial society." The Community Partnerships Committee, as well as the Presidential Symposium, are both forums where community partners continue to receive updates on our progress and provide feedback regarding our work.

B. The Tisch Summer Fellows (TSF) program places both undergraduate and graduate students in nonprofit community organizations and government agencies. There are more than 100 placements each year, with students working full-time for at least 10 weeks. This program's work through the pandemic exemplifies the way in which partners have significant voice into institutional and departmental planning. Most of our community partners shifted to remote work during the pandemic and expressed that their needs were still significant—and in many cases greater than ever. In response, TSF shifted to being a mostly remote work program, a period in which TSF had the highest ever number of placements in order to respond to needs of community organizations. Similarly, as our partners began to shift into the hybrid mode of working, TSF has also shifted to being a program where the placements allow for a combination of in-person and remote work.

Partners have significant voice in identifying the scope of work students undertake based on their organization's priorities. In addition, Tufts recruits students and selects finalists for each position using a rubric that was created with input from partners to ensure that the students we are recruiting meet the qualifications that partners are looking for. And while Tufts staff members select a small group of finalists for each position, our partners are the ones who make the final decision as to who they will select so that they can choose the student(s) who best meet their needs.

C. As part of the Tisch Scholars Program and the Tisch Summer Fellows Program, over 175 students are placed

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in internships at community organizations and government agencies throughout one academic year, working thousands of hours annually. These Tufts students are supervised and mentored by key leaders in these organizations. The work of onboarding a student and playing a role in supporting their learning and development takes time and significant investment. Therefore, we work hard to ensure that the relationship is mutually beneficial by funding the internships for students and by ensuring that we are providing partners with students whose skills are a match with their job descriptions, through a rigorous selection process.

In addition, both programs have structures to systematically collect and review feedback for students and supervisors. For instance, Tisch Scholars are evaluated regularly by their supervisors using a form that includes a rubric and rating scale, as well as sections for supervisors to provide narratives that describe the quality of the students' work. For instance, the scholar is evaluated as to whether they regularly show up to work on time, are making progress on their projects, approach the work with an eagerness to learn and humility, and other indicators. Because of these regular ratings, issues can be addressed early and corrected to ensure that students are providing the partner organization with meaningful support through their work. Similarly, the supervisor is also rated by the student, to ensure that the student is receiving the support they need to succeed in the role. Through regular meetings where progress is evaluated, both the university and community partner are able to work together to ensure that the partnership is reciprocal and mutually beneficial.

This regular system of feedback has also surfaced other community partners needs that the university has been able to meet. For instance, we now offer the option for work-study students to complete their hours at partner organizations instead of at the university, allow leaders at community organizations to use Tufts library services, and sponsor and/or co-sponsor events that community organizations hold, including annual fundraising events. And in many cases, students continue to support the organization beyond the time of their initial internship. Haley House, Sociedad Latina, Madison Park Development Corporation, and Dunamis Boston are examples of places where students have continued on in another capacity for the organization beyond the internship role.

## **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.**

Among the biggest changes since our last classification in 2015 is that the university's civic engagement initiatives and community partners have grown. In 2015, for example, Tisch Summer Fellows had fewer than fifty partners, and the program has since expanded to place over 120 students in over 100 partner organizations. Community engagement has also expanded into other areas of the university such as Athletics, as each team now has a Civic Life Ambassador, doing outreach on behalf of their team and encouraging teammates to get involved in the community. More classes have also added components of community engagement, such as CSHD67, a Child Study and Human Development class called Resilience in Development: Children, Youth, and Adolescents. Each student in this class completes at least 20 hours of volunteer work in a community organization serving children.

This growth has been captured in the university's Community Benefits Report (<https://communityrelations.tufts.edu/news-publications/community-reports>) which has been compiled in its current form since 2018. This report provides the most comprehensive university-wide accounting of the ways in which Tufts University, including the various academic departments, athletic programs, research institutes, and laboratories, benefits its host communities of Boston, Somerville, and Medford. While this report does not include all the community engagement efforts across the university, it does represent a major step forward in accounting for community engagement across the entire university since our last classification.

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This report reveals that Tufts University provides significant financial support and services to the community. The largest financial contributions consist of financial aid in grants to students based on need from our host communities. In 2021, \$5 million in grants was provided to students in Boston, and \$2.3 million was provided to students in Somerville and Medford. This represents an increase of over \$2 million in financial aid grants from 2018.

An area of improvement would be to account more comprehensively for community engagement beyond our host communities. The Fletcher School, a leading school of international relations and diplomacy in the country, leads community engagement work around the world. Similarly, through Tufts' Institute of Global Leadership, students who serve as Global Fellows (<https://www.tuftsgloballeadership.org/program/igl-global-fellows>) have supported girls' education in Rwanda, researched the safety and processes of elections in Somalia, and supported immigrants who are seeking permanent resident status and naturalization.

Another area of improvement would be to collect data on which groups within our host communities are benefitting from these programs. For example, our host communities are deeply segregated. While the Somerville neighborhood that surrounds the Tufts main campus is predominantly White, that is not the case for East Somerville, just a few miles away, which has a significant population of immigrants from Central and South America. This report does not indicate the degree to which the most vulnerable populations within our host communities are being served.

**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).**

The great majority of our community partners serve communities of color and low-income residents, and these communities in and around Boston have been disproportionately harmed by the COVID-19 pandemic. For example, the Boston University School of Public Health reports that death rates are higher among Hispanic and Black residents of Boston than for White residents for every age group (<https://www.bu.edu/sph/news/articles/2022/racial-disparities-in-mass-covid-deaths-are-widest-among-younger-adults/>). For example, in the 20-49 age range, the mortality rate was nearly three times higher among Hispanics (at 4.2 deaths per 10,000 people) and 2.5 times higher among Blacks (3.6 deaths per 10,000 people) than Whites (at 1.4 deaths per 10,000 people). In response to this data, Tufts sought to help the surrounding communities in responding to the pandemic, and specifically those communities that were hit hardest.

In response, Tufts Medical Center held community meetings with stakeholders from organizations that serve communities that were disproportionately affected and created a Covid-19 Response Initiative to address immediate needs (<https://www.tuftsmedicalcenter.org/about-us/community-partners-programs/covid19-response-initiative>). These organizations were able to formally request funds as of May 2020 and approximately \$300,000 of funding was given to organizations to pursue various Covid-19 relief efforts. Because of overwhelming community needs, more requests for funding were opened in June of 2021 and the university provided approximately \$700,000 to local organizations. Codman Square Neighborhood Development Corporation, DotHouse Health, and Inquilinos Boriquas en Accion are some of the organizations that received funding to provide testing, mental health services, distribute PPE, assist with unemployment benefits, hold workforce and job readiness training, and other projects.

A second example of responding to demographic data in planning is related to the well-documented

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underrepresentation of Black and Latinx people in STEM careers. For instance, the Pew Research Center reports that nationwide, Black workers comprise 11% of all workers, but only 9% in STEM industries (<https://www.pewresearch.org/science/2021/04/01/stem-jobs-see-uneven-progress-in-increasing-gender-racial-and-ethnic-diversity/>). Latinx workers comprise 17% of the national workforce, but only 8% of workers in STEM fields. The Commonwealth Corporation notes that this disparity is even greater in Massachusetts, where those who identify as Black comprise only 5% of the STEM workforce despite being 9% of the population, and Latinx workers make up only 6% of STEM workers, despite being 12.4% of the population (<https://commcorp.org/wp-content/uploads/2021/10/STEM-BRIEF-2021-uploaded-2.pdf>). It is in response to this underrepresentation that the STEM Ambassadors were founded at Tufts' Center for STEM Diversity. The STEM Ambassadors are Tufts students who are from underrepresented backgrounds in STEM who plan and deliver engaging and standards-aligned lessons to students in diverse schools in and around Boston. For example, one of our partner schools, the Josiah Quincy Upper School, is a Boston Public School that serves 95% students of color. Students work with teachers in partner schools to ensure that their lessons are meeting key curriculum standards as well as creating opportunities for students to solve problems that can prepare them for STEM careers.

Finally, the Tisch Scholars program, run through the Tisch College of Civic Life, admits a cohort of approximately 22 new students each year who do work regularly at partner organizations throughout the academic year as well as take coursework that is related to these placements. The partner organizations that students are placed in work with communities of color and low-income communities, and one of the biggest issues these communities face is housing. For instance, The Boston Foundation notes that in the city of Boston for the year 2022, 48% of renters spend 30% or more of their income on housing, an increase from 38% 20 years ago ([https://www.tbf.org/-/media/tbf/reports-and-covers/2022/october/gbhrc2022\\_interactive\\_web.pdf](https://www.tbf.org/-/media/tbf/reports-and-covers/2022/october/gbhrc2022_interactive_web.pdf)). The costs of buying and renting have never been higher, and this study shows that only 3 major cities are more expensive than Boston nationwide for renters. The same report also notes that more than half of Black and Latinx renters in the city of Boston can be categorized as cost burdened because they spend more than 30% of their income on rent. More than 25% of Black and Latinx renters qualify as severely cost burdened, because they spend more than 50% of their income on rent.

Issues like housing affordability and others are an integral part of the Fieldwork Seminar that all of the Tisch Scholars take together. Because they are working in communities that are facing particular challenges, the course focuses on these challenges directly so students are able to understand and analyze the larger structural issues that inform the work they do in their placements at community organizations. In addition, students are also asked to engage in self-reflection regarding their own identity, positionality, and privilege. In order for students to serve diverse communities, they must be able to understand the ways in which privilege and disadvantage has shown up in their own lives, as well as unearth their own unconscious biases. This work of self-reflection helps to ensure that students are sensitive to the dynamics of power that surround working in diverse communities.

## **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 ongoing work and structure of the Tisch College Community Research Center (TCRC) exemplifies collaborative goal-setting and collective improvement. This begins with the governance structure of TCRC, which is comprised of a steering committee that consists of 50% community partners and 50% Tufts staff/faculty. This arrangement is designed to ensure that community partners have an equal seat at the table. Boston's Sociedad Latina, West Medford Community Center, and Somerville Transportation Equity Partnership are examples of community partners represented on the steering committee. (Read more about the Steering

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Committee here: <https://tischcollege.tufts.edu/research/tcrc/steering-committee.>)

TCRC regularly provides seed grants and other funding for research collaborations between Tufts faculty and community organizations. At all stages, the decision-making and goal-setting is collaborative. For instance, for each round of grants, all members of the steering committee indicate their priorities within their own organizations and work, as well as their vision for what the research center should prioritize in a particular round of funding. For example, because of the increase in extreme weather events due to climate change, the steering committee made the decision to fund a study that examined the readiness of various communities in Boston to respond to extreme weather events. (Read more about this example here: <https://now.tufts.edu/2022/10/05/who-has-your-back-weather-emergency.>)

In addition, the steering committee considers the breakdown of the grant funding to ensure that it is equitably distributed. A typical breakdown of grant funding provides 50% of the funding to the community partner to distribute within their organizations to key partners in the project, and 50% of the funding to a particular academic department to use for the research project. The rubric that is used to rate proposals specifically includes items that ask committee members to consider the ways in which the university and community partner are collaborating as equals.

The steering committee governance structure allows a format where previous grants and past work always inform new decisions made by the committee. For each round of funding, community partners may articulate new priorities, or continue to build directly on past work based on the findings of previous research studies.

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

Tufts University compensates partners for their labor when it comes to enriching student learning and faculty research. Tisch College often hosts leaders from community organizations to speak at the university at events that are open to the public, as well as events that are targeted towards specific constituencies at the university, such as a department or class. For example, Kyera Singleton, Executive Director of the Royall House and Slave Quarters, and Carolyn Chou, Executive Director of the Asian American Resource Workshop, recently addressed Tisch College staff and faculty to share insights of the work of their organization and lead us in reflecting upon our own DEIJ-related initiatives. In these cases, both these community partners were compensated with an honorarium.

Partners are also paid for their time when collaborating with faculty for research. For example, the Tufts University Department of Urban and Environmental Policy and Planning (UEP) faculty member Penn Loh recently released a report about how the Covid-19 Pandemic affected community organizations. The report is called "Grounded and Interconnected in the Pandemic: Community engagement and organizing adaptations from COVID response efforts in Metro Boston" (view the report here: <https://pennloh-practical.vision/wp-content/uploads/2022/11/Grounded-and-Interconnected-in-the-Pandemic-Oct.2022.pdf>). There were eight community organizations involved in creating this report, and each organization received a \$2,000 stipend for attending meetings and other work related to the report.

As part of the Tisch Scholars Program and the Tisch Summer Fellows Program, students are placed in internships at community organizations and government agencies, and they are supervised and mentored by key leaders in these organizations. We recognize that the work of onboarding a student and playing a role in supporting their learning and development takes time and significant investment. As a result, we try to ensure that the relationship is mutually beneficial by funding the internships for students and also by ensuring that we are

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providing partners with students whose skills are a match with their job descriptions, something we take seriously through a rigorous selection process.

We also provide partners with access to Tufts library services and fund students to complete their work study hours at partner organizations so they can continue working if partners want students to continue beyond the original term of the internship. There are also opportunities for leaders from partner organizations to gain tuition remission, such as through the Neighborhood Fellows Program at Tufts' Department of Urban and Environmental Planning. Through this program, up to five experienced and accomplished leaders who have a history of working in Boston and surrounding communities are given full-tuition scholarships to complete the Master of Public Policy Degree.

## SECTION 4: Academic Community-Campus Partnerships

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

### Partner #1

Project/Collaboration Title	Tufts University Prison Initiative at Tisch College (TUPIT)
Length of Partnership	The Associate Degree program is three years. The MyTERN program is a full year of reentry.
Number of faculty involved	40
Purpose of the Community-Campus Partnership	The Tufts University Prison Initiative of the Tisch College (TUPIT) brings faculty and students together with incarcerated and formerly incarcerated people, educators, organizers, corrections staff, and scholars of criminal justice to facilitate creative and collaborative responses to the problems of mass incarceration and racial injustice. Last year, saw the first cohort of from MCI-Concord earn their associates enroute to a bachelor's degree in Civic Studies as the next phase of the program. Additionally, the program supported the second cohort of MyTERN students. This program serves as a pathway to continued higher education while also helping to prepare people for meaningful employment post-incarceration. Providing education and mentorship to – and by – those who have been directly impacted by the criminal justice system, MyTERN combines coursework with community involvement through our broad network of partner organizations.
Number of staff involved	6
Number of students involved annually	Inside-out course (21); MyTERN (29); TAs (19); Student Prison Education and Activism Coalition (55)
Campus Partner (person, program, department, center, etc.)	Hilary Binda, Tisch College of Civic Life, Tufts University
Grant funding, if relevant	Cummings Foundation, National Endowment for the Humanities, National Endowment for the Arts, Office for the Vice Provost of Research at Tufts, Tufts Collaborates Seed Grant Funding, Tufts Springboard Grant

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Impact on the campus	The program has a powerful impact on faculty, staff and students who participate. The large cohort of faculty involved in teaching the programs and as an advisory committee are committed to the program's success, and there are students coordinators who operate as staff in addition to students who take the courses at MCI-Concord with the incarcerated individuals. In every instance, the feedback from the courses has been very positive and transformative for campus participants.
Community Partner Contact	John Afonso, MA Department of Correction
Impact on the community	TUPIT has a huge impact on incarcerated individuals and on people participating in the reentry programming. From Tufts Now, July 6th, 2022 edition: "The program has been life-changing for participants. As [one participant] stated in an assignment written for a memoir-writing course, "Getting into and doing well in the Tufts/Bunker Hill college program is the highest honor and accomplishment of my life. My sentence reduction was the only event more uplifting than the blessing of college courses.... The opportunity to learn and be guided by professors from a world-renowned university has made me feel valued for the first time in my life, like I have potential for a broader spectrum of opportunities."
Provide one example as to how reciprocity is enacted through the partnership	TUPIT provides many opportunities for incarcerated individuals to build skills and community while they are inside and upon reentry. One example of reciprocity is the release of the ReSentencing Journal, Vol. 1, a compilation of creative submissions from incarcerated and formerly incarcerated individuals with an exhibition of the work that occurred at Tufts. David Delvalle, a formerly incarcerated member of TUPIT, spoke about a writing assignment which "really brought something out of me," where he describes the birth of his daughter. "The art of storytelling is breeding empathy in other people," Delvalle said. "A lot of my friends who read the stories weren't fathers themselves, so they didn't really have insight on what it was like to see their kids born and have that father daughter connection that's just been an unbreakable bond." (Tufts Daily, Feb 15, 2023).
Community Partner Name	MA Department of Correction, Bunker Hill Community College, MCI-Concord
Titles of Courses Linked to Partnership	Liz Ammons and Modhumita Roy, Environmental Justice and World Literature Hilary Binda, Poetry and Visual Art; Gender and Literature; Writing Composition Gregory Crane, Comparative Epic Heather Curtis, Religion and Politics in American History María-Concepción Lagunas Davis, Spanish Language Kevin Dunn, The English Bible; Short Fiction Susan Ernst; Introduction to Biology Jennifer Eyl, From Jesus to Yeezus Daanika Gordon, Sociology of Race and Ethnicity Kareem Khubchandani Erin Kelly, Introduction to Philosophy, Introduction to Civic Studies Dana Leeman, Mentorship and the Adult Learner John Lurz, General View of English Literature Jamie Maguire Heather Nathans, Acting Shakespeare Stephan Pennington, History of African American Music Quinn Phillips, The Apology Kim Ruane, Quantitative Reasoning, Financial Math and Intro to Coding Suzy Russinoff, Ethics Bowl facilitation Jill Weinberg, Sociology of Law Daanika Gordon, Sociology of Race and Ethnicity Roshad Meeks and Taylor Parrish, Environmental Justice and World Literature Conchita Davis, Spanish Amy Millay, Spanish Stephan Pennington, History of African American Music Ravi Shankar, Memoir Writing, Poetry Stephen Muscolino, English Lloyd Sheldon Johnson, Introduction to Psychology Adaner Usmani, Introduction to Social Theory

## Partner #2

Impact on the campus	CREW is a close partner of Tufts University, and hosts a number of interns each year to work on supporting communities. It is a powerful impact when faculty members at Tufts can support local communities, in this case Chinatown and Grove Hall. There are significant impacts on student learning as well.
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Grant funding, if relevant	Tufts Community Research Center (TCRC)
Impact on the community	From Boston Globe, September 27th, 2022, "This study has enforced that there is a lack of awareness of extreme weather resources and further outreach by organizations such as CREW or the City of Boston is critical to ensuring that these resources are shared," the researchers wrote. "There are various reasons people do not feel supported or do not want support, but this does not excuse the lack of knowledge of these support systems."
Number of students involved annually	25
Number of staff involved	2
Provide one example as to how reciprocity is enacted through the partnership	Reciprocity was enacted by helping CREW connect to community members and conduct comprehensive research while also allowing the faculty members to continue their research in a way that benefited the community. From the final report, the questionnaire results "enforce CREW's belief that climate resilience is social resilience. The more connected people are to their communities the more likely they are to be aware of helpful resources and services. Communities, especially more socially and environmentally vulnerable communities, cannot fight extreme weather alone and it is vital that resources and support is spread widely and shared within these communities."
Number of faculty involved	3
Titles of Courses Linked to Partnership	
Length of Partnership	6 months
Project/Collaboration Title	Social Connectedness and Community Climate Resiliency
Community Partner Contact	Rev. Vernon K. Walker
Purpose of the Community-Campus Partnership	The partnership was designed to study how social connectedness, or the complex web of inter-relationships between residents in a community, can serve as a resiliency factor when extreme weather events occur, such as flooding and urban heat islands. The research used surveys, interviews, and "social listening" (mapping social media use) to measure levels of social connectedness. These tools can help communities gauge and strengthen connections between residents and community hubs, and create usable channels for information sharing, better preparedness, and faster recovery in the face of climate related disasters.
Campus Partner (person, program, department, center, etc.)	Justin Hollander (Tufts UEP), James Intriligator (Tufts Engineering), and Josh Ellsworth (Tufts Friedman School)
Community Partner Name	Communities Responding to Extreme Weather (CREW)

## Partner #3

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Campus Partner (person, program, department, center, etc.)	Elaine Donnelly (TCRC Director), Awes Hassan (Americorps VISTA)
Grant funding, if relevant	Tufts Community Research Center (TCRC)
Community Partner Contact	Yoyo Yau (Chief Program Officer) and Ben Hires (CEO)
Impact on the campus	Some of the student researchers had a personal connection to the community of Quincy, and the experience was especially impactful because of this. Following are quotes from two of the students who grew up in Quincy: "As a Quincy local, the findings of this project validated many of the informal and personal experiences I have had growing up in Quincy. It encouraged me to think deeper about some of the systemic challenges that many first and second generation immigrants face while residing in our city." Another student said, "Having lived in Quincy for 20 years, I have been witness to the city's developmental changes as well as its prominent and growing Asian population. Being able to apply my resident knowledge in answering team inquiries and interpret GIS mapping was useful throughout the research process. Conducting interviews with community stakeholders of Quincy who are doing work to help support Asian Americans in the city has been an enriching experience that has allowed me to develop more knowledge about organizational work. Gathering insight from community members who access these services could have provided more insight on what it means for social services to be culturally responsive, but there is promise for future research to delve into this concept. This research project, one that is expected to branch out into further studies to improve Boston Chinatown Neighborhood Center's programming and practices, has increased my interest in evaluation research."
Number of students involved annually	5
Community Partner Name	Boston Chinatown Neighborhood Center (BCNC)
Impact on the community	The students compiled the following report ( <a href="https://storymaps.arcgis.com/stories/6b2ced37a93240c1a551981ec87812bf">https://storymaps.arcgis.com/stories/6b2ced37a93240c1a551981ec87812bf</a> ) which can be accessed by the partner and community members for future use. The study used a combination of nonprofit and city staff interviews with GIS mapping of city demographics, social services operations, transportation, schools, and other secondary data sets. Together, these provide a compelling baseline regarding existing services, textualized with qualitative data about the services themselves. This report can assist BCNC and their Quincy partners in collaborative planning.
Number of staff involved	2

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Provide one example as to how reciprocity is enacted through the partnership	In the fall semester of 2021, Tisch College Community Research Center (TCRC) sought out community organizations for a partnership that would invite student researchers and TCRC to work on a research project with the community organization as a driving lead in spring of 2022. Boston Chinatown Neighborhood Center (BCNC) demonstrated interest in collaborating for their investigation of the City of Quincy's existing and missing social services for their Quincy site. The students received valuable research and leadership experience, and the partner received support with a project aimed on better supporting community members. The student team members brought various skills and lived experiences to this project, including Geographic Information System (GIS) knowledge, personal youth program and work experience with the Boston Chinatown Neighborhood Center, interviewing experience, and lived experience growing up in immigrant households in Quincy, Massachusetts.
Number of faculty involved	
Project/Collaboration Title	Asian-Serving Social Services in the City of Quincy
Titles of Courses Linked to Partnership	
Length of Partnership	4 months
Purpose of the Community-Campus Partnership	During the Spring 2022 semester, the Boston Chinatown Neighborhood Center (BCNC) worked with TCRC and a research team of Tufts students to better understand the scope of culturally responsive social services for Asian residents in the City of Quincy. The team began with BCNC's broad query: "What are the existing social services in Quincy and what are missing to address the needs of Asian and Asian American residents?" Secondary questions included: "What qualities do these social services possess to be culturally responsive and, to their understanding, what does it mean to be a culturally responsive social service?" Led by these framing questions, the team began searching for predominantly Asian-serving organizations in the city.

## Partner #4

Purpose of the Community-Campus Partnership	ADAPT is a community-academic partnership whose mission is to increase community research capacity and to support the development of projects that promote health and well-being among underserved Asian American communities in the Greater Boston area through research, education and advocacy. ADAPT is a collaboration of administrators, researchers, clinicians, and students affiliated with Tufts Medical Center, Tufts University, and community leaders from five community organizations in Boston's Chinatown. The collaboration follows principles of community-engaged partnerships, including community-identified goals and priorities, shared decision-making, and co-learning.
Impact on the community	Examples of research projects from the past 12 years can be found here: <a href="https://www.tuftsctsi.org/wp-content/uploads/2021/12/ADAPT-research-partnerships-2011-2021.pdf">https://www.tuftsctsi.org/wp-content/uploads/2021/12/ADAPT-research-partnerships-2011-2021.pdf</a> . These projects have provided information and benefits to community members on topics such as housing, elder care, oral health, breast cancer awareness, chronic diseases, and mitigation of gentrification through arts and cultural resources. Community Co-chair of ADAPT Dawn Sauma (MSW, LICSW; Co-Executive Director of the Asian Task Force Against Domestic Violence (ATASK)) said the following: "ADAPT members are invested, and not just in building community-research partnerships, but in bringing people together and collective action. We bring issues to the table that we hear about and are affected by, with an aim to make a difference in ways that are meaningful to the community."

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Provide one example as to how reciprocity is enacted through the partnership	Through a strategic planning process, ADAPT established a formal governance structure and adopted a new mission/vision statement and by-laws, clearly outlining the collaborative structure and goals of reciprocity for all participants. Here are the by-laws ( <a href="https://tuftsctsi.wpenline.com/wp-content/uploads/2017/07/ADAPT-Bylaws-Final-08.19.16.pdf">https://tuftsctsi.wpenline.com/wp-content/uploads/2017/07/ADAPT-Bylaws-Final-08.19.16.pdf</a> ) and here are the goals for the partnership for 2019-23 ( <a href="https://www.tuftsctsi.org/wp-content/uploads/2022/08/ADAPT-Priorities-Goals-2019-2023-Final.pdf">https://www.tuftsctsi.org/wp-content/uploads/2022/08/ADAPT-Priorities-Goals-2019-2023-Final.pdf</a> ).
Project/Collaboration Title	ADAPT (Addressing Disparities in Asian Populations through Translational Research)
Community Partner Name	Asian Community Development Corporation, Asian Task Force Against Domestic Violence, Asian Women for Health, Boston Chinatown Neighborhood Center, Greater Boston Chinese Golden Age Center
Impact on the campus	ADAPT provides learning opportunities for graduate and undergraduate students interested in Asian health and to connect them with potential research, internship, or volunteer opportunities in Chinatown. ADAPT Provides seminars and hosts Asian Health Symposia that target the research and clinical communities, public health and policy makers, and community leaders. ADAPT also supports investigators interested in Asian health disparities. The campus community - specifically the health sciences schools located in Boston's Chinatown - has benefitted through increased awareness of the Chinatown community's needs and assets.
Titles of Courses Linked to Partnership	CTSI Community-Engaged Participatory Research Partnerships, TUSM Community Service Learning
Grant funding, if relevant	There have been many research projects since ADAPT's inception, and many associated grants and funders, including (but not limited to): Tufts Community Research Center (TCRC), Asian American Pacific Islander Health Forum, National Cancer Institute, Tufts Collaborates, Susan G. Komen Foundation, Albert Schweitzer Fellowship, Deborah Munroe Noonan Memorial Research Fund, Tufts Health Plan Foundation, National Endowment for the Arts, Massachusetts Gamin Commission.
Community Partner Contact	varied – multiple staff at each organization
Length of Partnership	since 2011
Number of students involved annually	many
Number of staff involved	2
Campus Partner (person, program, department, center, etc.)	MyDzung Chu (PhD, MSPH; Director, ADAPT), Annie Chin-Louie (MBA, ADAPT Project Manager). Tufts Medical Center (Institute for Clinical Research and Health Policy Studies). Tufts University School of Dental Medicine, TUSM Dept of Public Health
Number of faculty involved	1 faculty director, 13+ faculty participating in research

## Partner #5

Titles of Courses Linked to Partnership	ENV 190 Practicing in Food Systems
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Grant funding, if relevant	Financial support for this assessment was provided by the City of Somerville and a grant from The Tisch College Community Research Center (TCRC) at Tufts University. The TCRC grant supported capacity-building efforts among Somerville organizations and funded community-based participatory research (CBPR) to learn more about inequities in the city's food landscape.
Purpose of the Community-Campus Partnership	This partnership, including many community partners, completed a city-wide assessment and developed a comprehensive report intended as a working document for use by all wanting to learn more about Somerville's local food system and how to get involved. Through the report, readers can examine Somerville's food landscape as it relates to food security and access, the food economy, food waste and recovery. The assessment looks through the lens of both food security and consumer practices and gives suggestions for plausible steps that can be taken to mend gaps. Report can be viewed here: <a href="https://s3.amazonaws.com/somervillema.gov.if-us-east-1/s3fs-public/somerville-community-food-system-assessment-2018.pdf">https://s3.amazonaws.com/somervillema.gov.if-us-east-1/s3fs-public/somerville-community-food-system-assessment-2018.pdf</a>
Length of Partnership	18 months
Campus Partner (person, program, department, center, etc.)	Faculty members: Virginia R. Chomitz (Assoc. Professor of Public Health and Community Medicine, TUSM); Jennifer Allen (ScD, MPH, MSN, RN, Professor and Chair, Department of Community Health); Cathy Stanton (Senior Lecturer); students
Provide one example as to how reciprocity is enacted through the partnership	Tufts students in Cathy Stanton's course, as well as student members of Tufts Food Rescue Collaborative provided content included in the assessment and report. This opportunity provided Tufts students a real life application of their learning and engagement, and provided the food assessment working group additional information related to on campus food rescue to include in the report.
Number of faculty involved	3
Project/Collaboration Title	City of Somerville Community Food System Assessment
Impact on the community	The Somerville Community Food System Assessment served to compile existing food system information, fill in gaps in local food system data, inform current and future food system work, and lay the foundation for a forthcoming food system action plan (which was completed in the years after this assessment was completed). The report painted a comprehensive picture of food security and access, the food economy, food waste and recovery in the City of Somerville. This work was done collaboratively by community partners, community members, and Tufts faculty and students, solidifying a broad network of support for beneficial food systems in the city.
Number of staff involved	
Community Partner Contact	Lisa Robinson (Director, Office of Food Access & Healthy Communities)
Impact on the campus	Faculty had an opportunity to share and continue to develop their research knowledge, and students had access to a powerful engaged learning experience. Students interested in food access and policy were able to see the real life application of a broad scale assessment, and the resulting report was shared in classrooms and through food access programs on campus as a model.
Number of students involved annually	25
Community Partner Name	City of Somerville, Office of Food Access & Healthy Communities

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## **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.**

Since the last Carnegie classification, Tufts University's commitment to community engagement has both expanded and deepened. Our regional geographic reach now extends beyond the neighborhoods in Medford, Somerville, Boston and Grafton where our physical campuses are located, and includes many more communities across the city of Boston, primarily under-served communities of color, and newly developed partnerships in Providence, Rhode Island. We have also significantly expanded our global footprint with the inception of the Civic Semester program and continued growth of the Talloires Network. Our partnerships are also more racially diverse than ever. More significant, our partnerships are co-created and led by community organizations or public/governmental agencies.

During the pandemic Tufts adapted to respond to the needs of partners with a significant stake in student learning. Some of our longstanding partners were so overwhelmed with meeting the needs of their constituencies that they no longer had the ability to host and supervise students. While we missed the opportunity to work with these organizations during this time, it also opened new opportunities and placement sites that are mutually beneficial for partners, students, and faculty. We continue to welcome back many of the partners on hiatus during the pandemic, as well as strengthen the relationships that were launched during this time.

## **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?**

Perhaps the most significant improvement since our last classification has been to invest in and leverage technology to centralize, attract, strengthen, document, and assess the impact of our partnerships. Since 2019, Tufts has used Tufts Civic Impact (TCI) an online platform and mobile app that enables civic engagement coordination and tracking across Tufts to accurately document service learning and volunteerism and comprehensively measure our impact on both students and our local communities (<https://tischcollege.tufts.edu/tufts-civic-impact>). The software provides an integrated single point of entry to link learning opportunities to community needs, engaging at every level from individual students and faculty members to school/university. Specifically, the platform enables the following functions:

- Curate and List Any Event or Opportunity: Select, create and/or filter opportunities that align with an organization's mission and/or learning needs.
- Collect Metrics and Data on Goals: Collaborate with community partners, approve and edit submitted projects, events and opportunities.
- Reporting and Insights: Generate advanced reports and insights on data collected.
- Manage Impact: Allow individuals to track their impact, hours, reflections, and for staff/faculty to assess and report on special initiatives.
- Assessment, Survey and Custom Fields: Embed Pre and Post Surveys for courses, experiences, and events.
- Relationship Management Database: Manage all the interactions, relationships, and data for community partners.

Although Tisch College administers and manages TCI, departments and groups from across the University have access to its functions and data through the Tufts' Single Sign On (SSO). This technology serves a comprehensive way to capture, measure and improve the mutually beneficial relationship between Tufts and our community partners as well as assess service learning and civic engagement of our myriad stakeholders. This initiative

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proved to be extremely timely and valuable during the pandemic. TCI enabled us to remain connected with and meet the needs of our existing partners, as well as be more accessible to new partners seeking assistance. This was particularly vital during the pandemic, when TCI became the primary means for students, faculty and staff to remain connected to community partners and for partners to publicize needs for volunteers and resources that the university was able to provide.

Additionally, the continued growth of programs such as Tisch College Faculty Fellows (mentioned in depth in section 9) and Tufts Community Research Center (TCRC) has led to more and deeper partnerships. Thoughtful planning and co-creation with partners across a range of touchpoints at Tufts (academic, research, cocurricular) has built enduring and strong relationships.

## SECTION 5: Institutional Identity and Culture

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**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:

- [23.04.10 - Carnegie Classification Letter of Support APM.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):

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Submitted by Tufts University on 10/28/2022. Last modified on 5/16/2023.

President Tony Monaco, Class of 2020 Commencement Speech, delivered in Special Commencement Ceremony, May 27, 2022

Excerpt: “When we granted your degrees two years ago in a virtual conferral ceremony, I had mentioned that Tufts was proud in the way all of you had spent your time as students at Tufts – pursuing rigorous courses of study, doing research, performing community service, competing on our athletic teams, and participating in clubs and extracurricular activities. In the two years since you left this hill, you have made us all prouder still, in the way you have used the education, skills, and tools you gained at Tufts to serve humanity through the various vocations you have chosen, or the graduate and professional courses of study you are pursuing or being active citizens of the world, wherever you may be.

Being active citizens has long been an integral part of the Tufts mission. But it has taken on a whole new meaning and urgency in recent weeks as we have witnessed senseless gun violence and death in a Buffalo supermarket, a California church, a Texas elementary school, and numerous other locales that don’t make the national news. We mourn those we have lost and we grieve for their families. But words are empty if not paired with action.

At Tufts, we strive to equip our graduates with the skill, vision, and moral compass to act. To make meaningful and lasting change, we all need to be active citizens individually and collectively. We need to be active citizens to increase voter participation, to hold our representatives accountable, and to advocate for just laws and the just application of laws.

That is the kind of active citizenship that is instilled by the Jonathan M. Tisch College of Civic Life, and which is reflected in all our honorees today. That is how we will keep our democracy strong and working in a multiracial society. This work is not easy, but as we have seen over the past few weeks, it is more necessary than ever. I am certain that Tufts has prepared you all to do it well, and I challenge you yet again to engage with the issues of our time actionably, to reach consensus across divides, and identify equitable solutions to create a better society today and for future generations.

While as an institution we had promised your class that we will celebrate your accomplishments appropriately back on campus, we did not know quite what to expect or how many of you would choose to return.”

Full remarks at link: <https://president.tufts.edu/news/2022/05/27/introductory-remarks-at-the-class-of-2020-commencement-ceremonies/>

## **Published editorials (maximum word count 500):**

Op-ed: “Tufts is prepared to house patients during the coronavirus outbreak, other colleges and universities should too,” Boston Globe, President Tony Monaco

“Colleges and universities must step up and partner with local and state authorities to aid in the fight against COVID-19. And they must make plans to do so now.”

Link: <https://www.bostonglobe.com/2020/03/18/opinion/higher-educations-role-fighting-covid-19/>

Op-ed: “Young voters are going to be key to winning 2020,” Dan Glickman and Alan Solomont, Dean Emeritus, CNN, 1/20/22

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“However the data is interpreted by either party, the mere fact that this many young voters are engaging in the democratic process is a sign of future strength compared with the current national political frailty. With the passage of time, young Americans will inherit this country and its experiment in self-governance. To see them making their voices heard now gives us both hope.”

Link: <https://edition.cnn.com/2020/01/02/opinions/young-voters-midterm-elections-solomont-glickman/index.html>

Op-ed: “Our democracy demands an investment in civic education,” Alan Solomont, Dean Emeritus, 1/25/21, The Fulcrum and other outlets

“Effective, innovative, student-centered instruction in American history and civics is essential to the future of our democracy. It can help bridge divides, increase equity, and promote media literacy in a vastly changed information landscape. And more and more, it is also essential to our national security.”

Link: <https://thefulcrum.us/civic-ed/how-to-improve-civics-education>

Op-ed: To revive our democracy, revive civic education,” The Hill, Associate Dean Peter Levine, co-author, 1/14/15

In order “to both create a more equitable education system, and promote a better democracy, we need to start by better educating our young people to be active citizens. The vast array of problems inflicting our democracy, from inequality to increasing polarization, requires the cumulative efforts of our entire democracy. Starting with young people.”

<https://thehill.com/opinion/op-ed/229555-to-revive-our-democracy-revive-civic-education/>

## Campus publications (maximum word count 500):

2020:

“Higher Education’s Role in Fighting the Coronavirus,” Tufts Now, President Tony Monaco.

Link: <https://now.tufts.edu/2020/03/18/higher-educations-role-fighting-coronavirus>

“Be a Civic Leader: Vote and Help Others Vote, Too,” Tufts Now, Dean Emeritus Alan Solomont: “Make a plan to vote, vote early, and help make sure your friends and family vote. If you can, sign up to be a poll worker. Embrace your responsibility as a civic leader who is charged with safeguarding and strengthening our democracy for generations to come.”

Link: <https://now.tufts.edu/2020/10/17/be-civic-leader-vote-and-help-others-vote-too>

2021:

A Vision for Building Multiracial Democracy, Dean Dayna Cunningham:

“The thing that attracted me most to Tisch College was that it is the only higher education institution in the country committed to studying, capacitating, and teaching about civic life. I’ve spent my whole life focused on how to strengthen civic life in a variety of ways —and not always calling it civic life, but citizen engagement, citizen voice, citizen participation. For me, citizen does not mean people with U.S. papers. It means members of a



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community who are engaged in governing themselves. I feel that this moment has never been more important for working to strengthen to understand what is needed to sustain democratic life and self-governance.”

Link: <https://now.tufts.edu/2021/09/23/vision-building-multiracial-democracy>

2022:  
10 Things You Can Do to Strengthen Democracy

A video series featuring Tufts researchers focused on strengthening democracy.

Link: <https://now.tufts.edu/2022/10/25/10-things-you-can-do-strengthen-democracy>

Statement on Supreme Court Admissions case, President Tony Monaco, 10/31/22

Excerpt: “As the Court hears arguments in the cases today, I hope it will embrace the position that Tufts, along with other colleges and universities, offered in support of the critically important educational benefits of a diverse student body and the societal benefits of educating diverse future leaders. As we look forward together into the future, the diversity of our community will not only drive our institutional excellence but our mission driven goals of generating bold ideas, innovation in the face of complex challenges, and developing community members who can distinguish themselves as active citizens of the world . . . I remain resolutely committed to these ideals, which serve as core values for the Tufts community.”

Link: <https://president.tufts.edu/news/2022/10/31/statement-on-supreme-court-cases-regarding-college-admissions/>

2021-2022 Community Collaboration and Impact Report

“Tufts University is fortunate to be located in four extraordinary communities: Boston, Grafton, Medford, and Somerville. Our students, faculty, and staff, many of whom reside locally themselves, are passionate about making the world a brighter place through civic engagement, research, and scholarship. This commitment begins right in our own neighborhoods, where Tufts joins many local partners to create vibrant communities and a better future.”

Link: <https://tufts.app.box.com/v/gcr-final-spreads>

2023:  
Beginning of Spring semester message, President Tony Monaco

“As I look back at my time at Tufts, I am proud of the collective efforts we have made to strengthen Tufts while never faltering on our mission to increase access to higher education and provide benefits to our society through Tufts research, clinics, and civic engagement.”

Link: <https://president.tufts.edu/news/2023/01/18/looking-back-and-looking-forward>

**Other (maximum word count 500):**

Parents & Family Weekend, October 22, 2022, Keynote Address, Dean Dayna Cunningham, “What Should We Do? Building robust democracy for an emerging multiracial society.”

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Excerpt: “Tufts University has, in its core DNA, an unparalleled ethic and commitment to cultivating citizenship. It seeks to embed the values and skills of civic engagement into all corners of a transformational, world-class education. This commitment began with the founding of the school . . . in 1852, [and today,] Tisch College is the only higher education institution in the country dedicated solely to this work of building, defending and strengthening democracy. And it makes Tufts unique amongst American universities.”

Link: [https://www.youtube.com/watch?v=YOQ3ueWk\\_9Q](https://www.youtube.com/watch?v=YOQ3ueWk_9Q)

## Position Profile:

Tufts University President Tony Monaco is ending his tenure in the summer of 2023. The new President Sunil Kumar has been announced. It is perhaps instructive, for this Community Engagement Classification exercise, to review the position profile for the presidency, as it is a recent document that affirms what the University stands for and was, of course, endorsed by the University’s Board of Trustees. The position profile broadly or specifically affirms and champions the University’s commitment to community and civic engagement. For example, two of the key aims for the next president were articulated as follows: to “engage productively with the Medford, Somerville, Grafton, and Boston communities that host the Tufts campuses,” and to “lead the University community with nuance and grace as it navigates issues of civil discourse and free speech while seriously engaging the most divisive issues on campus and in our society.”

The position profile also describes the University’s commitment to community engagement, including: “All of Tufts’ schools are committed to producing students who will make a difference in the world. At Tufts, this aspiration is defined as “active citizenship,” the direct descendant of the “republican citizen” envisioned by its founders. Tufts has had a focal point for undergraduate civic service since the 1950s in the student-run Leonard Carmichael Society, which engaged Tufts students in civic activity long before it was a national trend. The University established the unique Jonathan M. Tisch College of Civic Life in 2000 to strengthen research and practice related to active citizenship across all campuses. Tisch College provides students and faculty with funding, training, consulting, and a variety of special programs. While it does not award degrees, it has played an important role in developing an undergraduate major in civic studies and in supporting curricula across all the schools. It is also a national leader in scholarly research on civic engagement. The initiative grows naturally from Tufts’ history and helps anchor the modern definition of the University.”

Full link here: <https://trustees.tufts.edu/wp-content/uploads/Tufts-President-Position-Profile.pdf>

## **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.**

The mission statement of Tufts University reflects a long-standing and deep commitment to civic purpose. It reads: “Tufts is a student-centered research university dedicated to the creation and application of knowledge. We are committed to providing transformative experiences for students and faculty in an inclusive and collaborative environment where creative scholars generate bold ideas, innovate in the face of complex challenges, and distinguish themselves as active citizens of the world.”

This mission and commitment are widely reflected across all parts of the University, and feature prominently in its undergraduate admissions strategy. As just one of many examples, the front page of the Office of

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Undergraduate Admissions website reads, in part: “Why Tufts? Intellectually Playful. Kind. Collaborative. Civically Engaged. Globally Minded. While Tufts students are as multidimensional as the Hill they call home, these descriptors tend to define our community. Located just five miles outside of Boston, Tufts values close student-faculty collaboration, unique interdisciplinary research, and diversities of all kinds.” The programs, courses and research of the Tisch College of Civic Life are increasingly cited by applicants to Tufts University as a major draw, and these offerings are featured prominently throughout campus tours and “Jumbo Days” for admitted students. Tisch College describes its mission as: “The only university-wide college of its kind, Tisch College studies and promotes the civic and political engagement of young people at Tufts University, in our communities, and in our democracy.”

Further, during the university’s recent institutional self-study as part of the New England Commission of Higher Education (NECHE) accreditation process, Tufts appraised its own mission statement with an eye to the university’s next chapter (and next strategic planning process). The self-study concluded, in part: “the Jonathan M. Tisch College of Civic Life, established in 2000 and renamed to its current form in 2016, truly established itself over the past decade as a national leader in civic education and engagement that sets the standard for higher education’s role in advancing the greater good. The mission statement needs to acknowledge the major role that Tisch College plays in all aspects of the Tufts experience, beyond a passive mention of Tufts students as active citizens.” In other words, Tufts is committed not only to deepening its institutional commitment to community and civic engagement, but also to continually reflecting on how that commitment is embedded in the university’s mission, vision and operations.

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

In 2016, the Tisch College of Citizenship and Public Service was renamed the Jonathan M. Tisch College of Civic Life, expanding its mission and vision.. At that time, Tisch College released a bold strategic plan for the years 2016-2023, built on three pillars: education, research and practice. “We educate students and help them develop the knowledge, skills, and values needed to address our most pressing social problems. Through groundbreaking research, we study civic life and the institutions that shape it. And we utilize that knowledge to promote practices that support the efforts of individuals and communities who seek the greater good.” The full plan can be found here: <https://tischcollege.tufts.edu/about/strategic-vision> See also Question 6 below.

In 2017, Tufts established a university-wide Faculty Senate, a consultative body made up of representatives from all schools to work with senior administrators.

In 2021, President Tony Monaco announced that he would step down in summer 2023. In July of that year, Dayna Cunningham began her tenure as the Pierre and Pamela Omidyar Dean of Tisch College, articulating a vision for addressing big questions: How can we, as citizens, build a multiracial democracy, and how do we learn to govern ourselves as a completely diverse nation? See more here: <https://now.tufts.edu/2021/09/23/vision-building-multiracial-democracy>

In 2022, Caroline Genco was named Provost and Senior Vice President ad interim, and Arthur E. Spiller Professor. In addition, in December 2022, Cigdem Talgar, formerly the associate vice chancellor in the Educational Innovation division at Northeastern University, began her tenure in the newly created role of Vice Provost for Education, with an expressed interest in cross-campus collaboration, high impact learning practices, and experiential learning, including community engagement. Further, Monroe France was named Vice Provost of Diversity, Equity, Inclusion, and Justice, beginning on April 3, 2023. In an interview with Tufts Now, France said, “I believe strongly in the importance of co-creation. I want to hear people’s voices. I’m interested in

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gathering groups of faculty, staff, and students to get the benefit of their experiences and then, later, to solicit their feedback as I am thinking through new possibilities. I'm looking forward to engaging with everyone, including university and volunteer leaders and members of the alumni community, in this work. I've always benefited from incubators where we can ask the question "What if?" I envision lots of thought leadership meetings... convening as opportunities for people to engage and build their own networks—and for them to begin to get excited about what's to come."

And on November 17, 2022, the Tufts University Board of Trustees announced that it had appointed Sunil Kumar as Tufts' 14th president, to start July 1, 2023. At the time, Board Chair Peter Dolan said, "Sunil's commitment to research and learning, along with civic engagement and innovation, will help bolster Tufts' mission to improve the world." In his statement to the community, Kumar said that he was attracted to Tufts because of its mission to serve "not only the people within its confines—its students, faculty, and staff—but society at large."

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

The Tufts University Presidential Awards for Civic Life were established in 1999. Each year since these awards have recognized undergraduate and graduate students from across Tufts for outstanding achievement in community service, engagement and civic leadership. Each winter, the President solicits nominations for the award from across the university. Winners are announced in late spring and receive their awards at a celebratory breakfast hosted by the President shortly before the end of the academic year. The Presidential Award for Civic Life is coordinated by the Jonathan M. Tisch College of Civic Life. You can read more about this year's tremendous honorees here: <https://tischcollege.tufts.edu/2023-presidential-awards-civic-life>.

Launched in 2009, the Honos Civicus Society selects and publicly recognizes graduating students who engaged in meaningful service and leadership activities or otherwise strengthened civic life on campus and beyond during their time at Tufts. Available to undergraduates and graduates at all Tufts schools, Honos Civicus provides an opportunity to celebrate and reflect on a Tufts education's foundational commitment to social impact and to join a network of engaged alumni who share and acted on that commitment. In the class of 2023, there will be 158 Honos Civicus inductees from across the University, recognized at Commencement.

The Tufts Community Grants (TCG) program began in 1995. The goal was to support local nonprofit organizations in our host communities (Boston, Grafton, Medford, and Somerville) and support the volunteer efforts of our students, faculty, and staff. Tufts Community Grants are funded by Tufts University employees through the Tufts Community Appeal. We also receive a generous donation from Cummings Foundation each year. After the money has been raised, nonprofit organizations that have Tufts students, faculty, or staff as volunteers fill out grant applications. Each year, we receive over 100 grant applications. The applications are reviewed by Tufts faculty and staff. Thirty-five local nonprofits will receive \$3,000 grants this year. Over 145 different nonprofits have received a grant since 1995. Learn more: <https://communityrelations.tufts.edu/programs/tufts-community-grants>

The Presidential Symposium on Community Partnerships brings the university together with local community organizations and leaders. Hosted by the University's president and convened by the Tisch College of Civic Life, we learn from each other, share ideas, and build new partnerships and collaborations. The theme for 2023 is: Inclusive Democracy in Practice: Co-Creating with Communities, providing an opportunity to engage in conversations with colleagues from diverse backgrounds and perspectives.

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Tufts Community Day is an annual celebration of arts, innovation, and community. Neighbors from Medford, Somerville, and Boston are invited to our main campus to enjoy a day of performances, family friendly activities, and a barbecue lunch. About 3,000 neighbors attend this event each year. More than 100 Tufts students, faculty, and staff volunteer at the event each year. There are 20 student groups, a cappella groups, and dance teams that perform at Tufts Community Day each year. More than 70 community organizations, university departments, and student groups table at the event. Activities include art projects, STEM education, and lawn games. Learn more: <https://now.tufts.edu/2022/10/03/tufts-community-day-returns-without-missing-beat>

## **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.**

The University created its last strategic plan—T10—in 2013, and execution on it has exceeded expectations. As that plan concludes, Tufts leadership has articulated a need to move forward on several key priorities, including: “to develop an even stronger national and global identity; to accentuate its position in higher education; and to strengthen its commitment to civil discourse, its supportive, generous, and inclusive culture, its strengths across all the disciplines, its civic engagement, and its scholarly intentions.”

And indeed, to bring this vision to life, the next president is intended to “lead an inclusive, community-engaged visioning and strategic planning process that outlines the University’s key strategic imperatives. Tufts is prepared for an ambitious vision and strategic plan, rooted in the values that have informed the University’s trajectory to date, that guide the community forward through the uncharted terrain ahead and galvanize the diverse stakeholders across the University and beyond to action.” (Quotes above from Tufts University President Position Profile)

In 2016, Tisch College released a bold strategic plan for the years 2016-2023, built on three pillars: education, research and practice. “We educate students and help them develop the knowledge, skills, and values needed to address our most pressing social problems. Through groundbreaking research, we study civic life and the institutions that shape it. And we utilize that knowledge to promote practices that support the efforts of individuals and communities who seek the greater good.” The full plan can be found here: <https://tischcollege.tufts.edu/about/strategic-vision>

One key component of the plan was to make Tufts a leading intellectual center in the discipline of Civic Studies, an emerging interdisciplinary field that focuses on critical reflection, ethical thinking, and action for social change, within and between societies. This vision has been realized in part via the innovative co-major in civic studies. In fall of 2018, Tufts launched the new co-major, in partnership with the School of Arts & Sciences, the first such major in the country. See also: <https://tuftsdaily.com/news/2018/05/20/tisch-college-expands-campus-role-new-civic-studies-major-changes/>

Interest in the Civic Studies program has been high among students, and has grown considerably in (less than) five years. We currently have 56 students majoring, and 23 members of the class of 2023 are on track to graduate Civic Studies co-majors (up from 16 in 2022).

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

See also answers above regarding mission and undergraduate admissions strategy.

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Tufts University is fortunate to be located in four extraordinary communities: Boston, Grafton, Medford, and Somerville. Our students, faculty, and staff are passionate about making the world a brighter place through civic engagement, research, and scholarship. This commitment begins right in our own backyard, where Tufts partners with neighbors, local nonprofit organizations, and government officials to improve the quality of life in our communities.

The office of Government and Community Relations (GCR) is the university's primary liaison for our neighbors, community partners, and elected officials. We help Tufts University use its resources, expertise, and knowledge to benefit the people of Boston, Grafton, Medford, and Somerville.

Whether we're strategizing with local leaders to grow our economic impact, collaborating with schools and nonprofits to support their needs, or simply sitting down with neighbors to resolve an issue, we create the bridge between the community and the campus.

Each year, GCR sponsors more than 50 events for local nonprofit organizations in our host communities. We also host a number of community events on campus each year including chamber of commerce lunches, outdoor movies, and youth sporting events. All of these events are free and open to the public. GCR processes over 1,500 cases each year. This includes requests from neighbors, grants, sponsorships, space requests, and local media inquiries.

GCR also works to encourage our students, faculty, and staff to have a positive impact off campus. We partner with the Somerville Chamber of Commerce to host Discover Davis. As part of that annual event, more than 1,000 students support local businesses in the city of Somerville. In Medford, we provide a free college prep/SAT prep program called Let's Get Ready for high school students. In Boston, GCR facilitates the Cherish Chinatown Challenge every November. This campaign gets hundreds of students, faculty and staff from our health sciences campus to dine locally throughout the month in support of the Chinatown economy. We also organize the Cherish Chinatown Spring Cleanup, when over 100 students, faculty, and staff participate in neighborhood service and cleanup projects.

Our students go to college for a world class education, but they chose Tufts because of commitment to community engagement and civic life. We operationalize much of this work through the Jonathan M. Tisch College of Civic Life and we offer programming at every Tufts School and in all our host communities. This work is not siloed. Tisch College and GCR partner closely and offer opportunities for reflection and feedback, whether that's on large-scale initiatives like our Presidential Symposium on Community Partnerships, or on frequent volunteer actions, developed with our host communities, such as this Community Clean-up Day for Student Athletes: <https://gotuftsjumbos.com/news/2022/10/27/general-jumbo-athletics-helps-with-community-cleanup-day.aspx>.

You can learn more here:

Community Impact Report :<https://tufts.app.box.com/v/gcr-final-spreads>

Community Programs: <https://communityrelations.tufts.edu/community-programs>

Community Engaged Research: <https://tischcollege.tufts.edu/research/tcrc>

Sponsorship Program: <https://communityrelations.tufts.edu/programs/event-sponsorship>

Campus Space Requests: <https://communityrelations.tufts.edu/programs/campus-space-requests>

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## SECTION 6: Infrastructure and Finance

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**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.**

The Jonathan M. Tisch College of Civic Life remains the centerpiece of Tufts University's commitment to providing transformational experiences for students and faculty in an inclusive and collaborative environment where creative scholars generate bold ideas, innovate in the face of complex challenges, and distinguish themselves as active citizens of the world. In 2021, we welcomed the third Dean of the College, Dayna Cunningham. Since our last classification, the staff has increased from 20 to more than 60 full-time staff members and our annual operating budget has grown from \$4.5M to \$10.82M in FY 23. Annually, more than one-third of this budget is distributed across the other Tufts' schools to directly support faculty and students who engage in this work.

Our Student Programs team has seen significant expansion since the last classification. In 2016, an Associate Director of Student Programs was added to provide leadership and evaluation capacity to the team. We also created a Student Outreach Coordinator position in 2016, traditionally filled by a recent Tufts graduate, and who acts as the primary liaison for JumboVote, supports the pre-college program Leadership for Social Change (LSC), and works to promote, publicize, and celebrate opportunities, students, programs, and courses related to community engagement. In 2018, we added a position for a Student Programs Administrator who provides support for multiple programs including: LSC, the Tisch Fund seed grant program for student-initiated innovative projects related to civic life, and the many affiliated student organizations that promote community service, political participation, and other forms of civic engagement. To facilitate the engagement of varsity athletes who often face time challenges with co-curricular initiatives, Tufts added a full-time Civic Life Coordinator for Athletics in 2022 to work with teams and develop impactful community-facing initiatives such as Jumbos in the Community. In 2021, a full-time Senior Researcher was added to develop and implement a comprehensive Assessment and Evaluation program.

The Tufts Clinical and Translational Science Institute (CTSI) and Tisch College worked together in 2018-2019 to better understand community service-learning initiatives at the Tufts University Health Sciences campuses. The goal was to develop a plan to build University-wide capacity in effective health-related service-learning opportunities that benefit the larger community. Although the review found positive results from the Civic Life Coordinators serving at the Medical, Dental and Veterinary Schools respectively, one recommendation from this internal review was to deepen and grow the program by providing more cohesion and support, as well as adding a position at the Friedman School of Nutrition. In 2021, we established the Civic Life for the Health Professions Program Manager position to oversee service-learning and community outreach activities for all the health science schools. This position provides support and coherence to the individual coordinators and

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encourages the sharing of best practices to enhance the impact these programs have on both student learning and community impact.

Several administrative and communications support positions have also been created to include an Associate Dean for Strategy and an Assistant Dean for DEIJ, both of which have significant community facing responsibilities.

**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.**

Tisch College remains the main internal resource community engaged education, research and outreach at the university and provides more than \$2M annually to other Tufts schools. Our financial position is described in greater detail below, but the last eight years have been marked by significant investment in generating financial and human resources that have steadily grown the university's community reach and impact.

Since our last classification, the Tisch College Community Research Center (TCRC) went from being led by a part-time faculty member (a 20% FTE effort), to a dedicated staff director, assisted by a full-time AmeriCorps VISTA. This increased investment has allowed us to double the number of seed grants awarded to CBPR projects from \$20K to \$40K annually, as well as to provide significant support to students, faculty and community partners interested in pursuing community engaged research.

We have also tripled the number of Tisch Summer Fellows—growing the program from 40 community placements each summer to more than 120. These students support organizations in the non-profit, public and philanthropic sectors in our host communities as well as in New York City, Washington DC, Rhode Island, Maine and select overseas locations. Students are supported by the university with stipends and supplemental living expenses for those with demonstrated need. Next academic year will see a temporary decrease in the number of fellowships available to allow staff time to plan for further program expansion both nationally and globally.

To support all this engagement work, Tisch College has further added several administrative and communications support positions to include an Associate Dean for Strategy and Assistant Dean for DEIJ both of which have significant community facing responsibilities. We also hired an Associate Director for Community Partnerships that has doubled our capacity to support these relationships.

**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.**

As Tisch College is almost entirely supported by philanthropy, this growth has been accomplished with an



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increase in grants and individual gifts. Our endowment has grown by \$12.3M since our last classification, generating more than \$3M annually. However, during this expansion, we have worked to decrease our reliance on endowment income, largely through an increase in foundation and federal grants for research and modest growth in fee-for-service projects and dues. The Tufts Brighter World capital campaign will end with \$59M of support for Tisch College, well exceeding the initial campaign goal of \$35M.

Tisch College's fundraising operations have been supported, since 2017, by a full-time Director of Development and Alumni Relations, with a full-time Assistant Director of the Annual Fund added in 2022. We are further supported by a full-time Associate Director of Corporate and Foundation Relations who assists Tisch College research staff and faculty in securing funding for important projects and to navigate complex multi-party relationships and transactions with corporations and foundations. Tisch College fundraising has grown from \$2.8M in FY15 to \$4.1M in FY22. For FY23, Tisch College has raised \$4.9M to date.

Tufts Clinical and Translational Science Initiative (CTSI) recently received its follow-on Clinical and Translational Science Award (CTSA) from the National Center for Advancing Translational Sciences (NCATS) at NIH. This is Tufts CTSI's fourth grant award since 2008 and provides federal funding to support research services, resources, and educational programs, and our local, regional, and national programs and initiatives. This grant provides approximately \$7M in resources to support community engaged research, teaching and practice.

In 2021, Dean Emeritus Alan Solomont endowed The Susan and Alan Solomont Distinguished Speaker Series at Tisch College with a generous gift of \$1M to ensure the high-profile speaker series would continue to provide insight and impact to the greater Tufts' community. Since its inception, the series has hosted 317 speakers both virtually and in-person, engaging an audience of more than 45,000 people on campus and across the globe for conversations with individuals like Vice President Al Gore, Senator Tim Scott, Dr. Anthony Fauci, Stacey Abrams, Dr. Jane Goodall, Congressman John Lewis, and more. These events lean into complex issues, inspire action and foster collaboration in our communities.

In 2022, the University welcomed its first cohort of Racial Equity in Policy and Planning (REPP) Fellows. The REPP program promotes racial justice in the public policy and planning fields. The REPP Fellowship supports five students per year to complete advanced degrees. Fellows are individuals from underrepresented groups, who – by reason of their background, culture, socioeconomic status, work and/or life experiences – have already demonstrated a commitment to advancing racial justice and who exhibit potential to be racial justice change agents. REPP fellows receive stipends, scholarships, support to secure paid internships, and programming to build leadership skills and develop networks. REPP also offers workshops and a learning community for all who want to pursue anti-racist practices, policies, and outcomes in policy and planning. The program is funded through both internal and external funding.

**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)

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**program.**

The Tufts as an Anti-Racist Institution initiative was announced by President Anthony P. Monaco on July 8, 2020. The initiative pledged to audit, investigate, and provide recommendations “to find and eradicate any structural racism at Tufts and to take the steps necessary to become what every member of our community would view as an antiracist institution.” Among, the five separate workstreams, the university conducted an Institutional Audit with targeted actions whose goal was to identify and remove structural racism from all processes, procedures, and practices within all schools, units, and levels of the university.

Tufts has made efforts to embed DEI and anti-racism within recruitment and hiring processes. For staff recruitment, HR has processes in place to support diversity recruiting including: providing recommendations for posting on job bulletin boards in order to reach a diverse population of potential applicants; recommendations on how to change job postings to expand the applicant pool; demographic reports by requisition; and questions related to diversity during the search process on requisition forms. The university has also implemented a number of retention initiatives that promote equity and inclusion including staff and faculty mentoring, pay transparency, expanded career ladders and a revised performance review process.

Tufts is currently working through the process of updating the procurement system to accurately reflect current diversity metrics for its suppliers. Additionally, Tufts works with Supplier IO to capture supplier diversity data and is partnering with institutions in the Boston Consortium and the Ivy Plus Group to develop supplier diversity options.

Whenever Tufts University begins a large-scale capital project, we always engage our neighbors, community partners, and elected officials. We host community meetings, solicit their feedback, and try to incorporate their requests into our project. For example, as part of the Joyce Cummings Center development, Tufts University made significant improvements to the intersection of Boston Avenue and College Avenue, built a walkway to connect our neighbors to the MBTA Medford/Tufts Green Line Station, created a new public plaza on College Avenue, and made several landscape improvements in the area around the building.

Tufts University pays more than \$2.6 million in property taxes and Payments In Lieu of Taxes (PILOT) each year. While Tufts is not required to pay property taxes as a nonprofit, we do voluntarily pay property taxes on several properties that we own off campus. In addition to those property taxes payments, we also make PILOT payments to all four of our host communities (Boston, Grafton, Medford, and Somerville) each year. Tufts University also provides more than \$15 million dollars’ worth of community benefits to our host communities each year.

Among the community benefits Tufts provides are free and/or discounted programs, events, and lectures for residents of Boston, Grafton, Medford, and Somerville. Tufts University provides grants to 35 local nonprofit organizations and sponsors events for more than 50 local organizations each year. Local residents also receive discounted services at the Tufts Dental Clinic in Chinatown. Tufts University also hosts a number of community events on campus each year including Tufts Community Day, the Region IV Science Fair, Read by The River, the Tufts Classic (a high school basketball tournament), movie nights, and several more. All these events are free and open to the public.

Tufts University has over 1,000 students that volunteer throughout the Greater Boston Area. Every fall, 185 incoming undergraduate students volunteer at 45 local nonprofits through our FOCUS pre-orientation program. Medical students all complete 50 hours of community service learning. Tufts STEM Ambassadors share their

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passion and excitement for science with local high school students with hands-on activities. The university also provides free tutoring programs for local students both on and off campus.

During the COVID-19 pandemic, Tufts University was the first university in Massachusetts to offer campus facilities for free to support local relief efforts. Tufts housed first responders, healthcare workers, and COVID+ patients on campus. The university also provided cold food storage for local food insecurity organizations and awarded emergency grants to local nonprofit organizations. Tufts also administered 1,400 free COVID-19 tests to neighbors who lived near our Medford/Somerville campus and developed a pooled testing program to serve 8,831 public school students in Medford and Somerville.

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

Tufts partners with many organizations across the City of Boston, but particularly those organizations that serve the Fenway, Roxbury and Dorchester neighborhoods. In several of these communities, Black and Latinx people make up more than two thirds of the population. While many of the ongoing economic challenges faced by these communities are the result of a history of discriminatory practices such as redlining and the chronic underfunding of schools, there is also a rich history of activism and organizing in these communities, and a strong sense of neighborhood pride.

In 2022, Tufts provided Community Grants (of \$2,000 each) to the following organizations in Boston:

Fenway Cares: Purchase of food supplies for a biweekly food distribution initiative supporting food insecure families and seniors in Boston's Fenway neighborhood

Fenway Community Center: Free programming for Fenway-area seniors attending in-person community-building events

Friday Night Supper Program: Purchase of 100 pairs of waterproof boots and warm socks for homeless and low-income individuals

Haley House: Purchase of durable furniture to create an outside dining option for their soup kitchen

Soccer Without Borders: Summer work stipends for five high school student leaders to coach soccer programs for refugee, immigrant, and asylee youth

Sociedad Latina: Mental health and wellness care packages for 50 high school youth enrolled in the Summer Learning Academy

Jumbos for Nonprofits, formerly known the Tisch Council for Philanthropic Leadership together with the corresponding academic course "Non-Profits, Philanthropy, and Impact" co-listed with Civic Studies and the Entrepreneurship departments provide up to \$35,000 annually to non-profits in Tufts' surrounding communities. Past grantees have included Boston Chinatown Center, The Welcome Project, Fenway Health and Families for Justice as Healing to name a few.

Within Tufts, the FIRST Resource Center was founded to create a community of support and develop a network of resources for Tufts University's first generation, low-income, and undocumented populations who predominantly come from communities of color. FIRST welcomes any student who self identifies with the first-

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generation college student experience. By strengthening the bonds between our community members and bridging the gap between Tufts' resources and first gen students, FIRST aims to ensure that first-gens are empowered in, and prepared to reach their full social, professional, and academic potentials. FIRST provides access to financial resources and grants to cover items like educational technology, course fees not covered by financial aid, conference expenses, professional attire and winter clothing, as well as health related co-pays and food assistance for students experiencing food insecurity.

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

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**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 Community Partners Survey is Tufts' systematic assessment of community perceptions of the institution's engagement with the community. The Jonathan M. Tisch College of Civic Life's Community Partnerships team has been collecting community partners surveys each year with the purpose of: 1) understanding the quality and current partnership between Tisch College at Tufts University and various community partners in Somerville, Medford, and the greater Boston area; to 2) providing data for a larger evaluation of Tisch College's overall programming's strengths and weaknesses; and 3) improving future partnership and co-curricular programming.

Since the last classification, the new position of Associate Director of Community Partnerships was created as an opportunity to positively impact community organizations and develop future leaders who will center the needs of vulnerable communities in working towards a more equitable society.

The community partners survey has been on hold due to the COVID-19 pandemic since its last circulation in 2019. The team (including the Director of Community Partnerships/Assistant Dean for Diversity and Inclusion at Tisch College, Associate Director of Community Partnerships, and Senior Researcher of Tisch College Student Programs) is revising questions to better fit Tufts' current engagement with the community. After its revision, the survey will be distributed in August 2023.

Some example questions are the following:

- Would you say Tuft students positively contributed to your organization?
- Do you feel the Tisch College's Community Partnerships Program is supportive in promoting community events and job/volunteer opportunities?
- Below is a list of resources and opportunities (e.g., workshops, grants, sponsorships) that are available to community partners. For each resource, please check the box(es) that apply to you ("used it and found it helpful" to "would like to know more")

**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.**

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During the last classification period, we reported that Tufts did not have the university-level tracking mechanism (or tool) for engagement with the community. Since then, we have launched Tufts Civic Impact to track and document to record engagement with the community. Up to this date, nearly 24,000 people are utilizing the interface totaling 22,579 impacts and 187,841 community engagement hours.

Tufts Civic Impact (using the givepulse platform: <https://tufts.givepulse.com/group/217723-Tufts-Civic-Impact>) is Tufts' gateway to service opportunities in the community. Tufts Civic Impact is open to the entire Tufts community, including students, faculty members, staff, and community partners, to publicize and track civic and community engagement opportunities. Using this platform, people can create applications, track service hours and reflections, produce reports on impact, and communicate about events or activities.

Currently, Jonathan M. Tisch College of Civic Life oversees the tracking system; however, each student, faculty, or community partner has ownership of publicizing and documenting their events or service hours.

### **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)?**

To determine the quality standards that are put into practice, Tisch College created and has been utilizing the Pillars of Civic Engagement best practices rubric. This rubric was a collective effort of the Tisch College Board of Advisors, Tisch College staff, faculty, students, and community partners.

The Pillars of Civic Engagement best practices are as follows:

#### **1. Educate yourself; then pass it on.**

Prepare. Do you know about the community, its history, the people, and current issues? Being armed with this knowledge and continued education- as well as sharing it with your peers- will increase your chances of effective work, communication and building meaning relationships.

#### **2. Every community has assets.**

Enter a community by learning and acknowledging its strengths rather than focusing on its deficits. If actions are collaborative with the community members built upon respect, there is greater likelihood the change will be positive and sustainable.

#### **3. Engage all stakeholders.**

Before beginning, identify all those in the community who are or could be affected by your work in the community, including individuals and organizations. Engaging stakeholders in the process from start to finish- including decision-making- leads to more equitable and effective outcomes.

#### **4. Strive towards reciprocity.**

Ideally, civic work is a mutually beneficial exchange of learning, ideas, skills, and resources. First, acknowledge the differences in power and privilege. Recognize you are student seeking to learn how to create sustainable change. Strive for a collaboration in which the scales are balanced as much as possible.

#### **5. Identities matter.**

You may be of a different socioeconomic status, race, religion, culture, or other social identity than people in the community. Even if there are similarities, your status as a student at this university is a difference in privilege,

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even more so if you are an outsider or newcomer to the community. Recognize power differentials and consider how this may impact your work and relationships.

## 6. Act with humility

Avoid a superhero or savior mentality. Listening to others, offering support rather than solutions, admitting mistakes, and maintaining openness are qualities that contribute to establishing humility. Maintain an attitude of respect for the wisdom of community members and their contributions as co-educators.

## 7. Reflect and connect.

In order to learn, we need to put experiences into context. By connecting actions to academic knowledge and thoughtful reflection, we can build upon what has been accomplished to improve future work.

## 8. Do no harm.

Having good intentions is only a part of the equation in creating positive change. Unless we use best practices, we can actually have negative impacts on individuals and communities, regardless of whether they were unintended.

## 9. Have a next step.

Civic engagement is a lifelong process. How can your work be sustained? What did you learn and how can you apply it? What connections can you make? What other opportunities have arisen for yourself and/or others that you can share?

## **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.**

The Tisch College of Civic Life's Community Research Center (TCRC) is a champion and resource for civically engaged and community-centered scholarship across all Tufts campuses. Through the TCRC Seed Grant program, TCRC supports collaborations among local community partners, Tufts faculty, and students to co-produce knowledge addressing our communities' most urgent questions and concerns. To advance the depth and pervasiveness of community engagement at our institution, the TCRC team created an assessment strategy. The first data collection (in-depth interviews) occurred in 2017, the second survey (survey questions mixed with open-ended questions) was conducted in December 2021, and the next survey will be administered in June 2023.

The impact of the Seed Grant funded projects had numerous impacts for both academic and community partners. Many projects were used to develop tools for future research endeavors or helped build a canon to support future community work. Numerous projects laid the groundwork for future funding sources from grants and foundations. Much of the future impact of these programs has yet to be discovered as program partners continue to work with one another on various projects.

Through this assessment, both faculty and community partners were able to provide advice and recommendations to advance the depth of community engagement. For example, they stressed the need for patience and understanding between community and university partners, one cannot expect their partner to have the same timeline and availability that they have. They also strongly recommended flexibility in the planning and implementation of the project. Strong communication, from the beginning of the project, was one way that interviewees recommended these potential issues be addressed. Relationships should be actively participated in, and not casual. The need for research equity was also identified as advice that may be useful to

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future Seed Grant recipients. University-community partnerships provide the unique opportunity for researchers to lift up the voices of marginalized communities that may not otherwise have access to an academic audience.

Another example of campus-wide assessment is the undergraduate senior survey conducted by Tufts' Office of Institutional for Research (OIR; <https://provost.tufts.edu/institutionalresearch/>). Tufts OIR provides data, topical research, and analytical support to university decision makers in order to help support informed planning and decision making. Each year, the OIR office staff facilitates a multitude of student outcomes assessment projects, major survey research projects, and program evaluations. The undergraduate first-year, junior, and senior surveys include questions that capture students' civic-related attitudes and community service participation. Among three surveys, the senior survey contains the most robust set of questions regarding community service participation and attitudes.

OIR Annual Report: <https://provost.tufts.edu/institutionalresearch/files/OIR-Annual-Report-2021-22.pdf>

**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.**

The Tufts University Office of Institutional Research (OIR) collects survey data for nearly every school at the university, as well as for various other offices and services at Tufts. These surveys include regularly administered admissions, exit, and student experience surveys; faculty and staff surveys; alumni surveys; employer surveys; surveys evaluating campus services; and ad hoc surveys on specific topics. Surveys are administered and data are collected through the online survey tool Qualtrics. The office primarily uses unique survey links for distribution, rather than a single reusable link, better safeguarding against someone taking a survey multiple times (either intentionally or by mistake).

When a survey closes, the data are pulled from Qualtrics and cleaned as needed. With the clean data, OIR produces reports and/or dashboards as dictated by the needs of the individual survey project. OIR's standard summary reports, which include descriptive statistics, as well as coded and verbatim comments from open-ended questions, are generated through a R-based reporting tool that was developed in-house. The majority of our surveys have an overall summary report created, but many also have breakout summary reports, based on a decided upon demographic category (or categories).

## SECTION 8: Outcomes and Impacts

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**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.**

Civic Studies Major

Since the last classification, the "Civic Studies" major was created in the fall 2018 semester, offered through the

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School of Arts and Sciences. Civic Studies is an interdisciplinary field focusing on critical reflection, ethical thinking, and action for social change within and between societies.

Several courses incorporate students' community engagement integration, such as:

CVS 0099-01: Internship - Social Change (Sherri Sklarwitz)  
CVS 0099-02: Internship - Social Change: Justice Studies (Hilary Binda)  
CVS 0083A: Tisch Scholars Foundation A (Brianda Hernandez)  
CVS 0084: Tisch Scholars Fieldwork Practicum (Brianda Hernandez)  
CVS 0088/CSHD 0099: Community Field Placement (George Scarlett)  
CVS 0141/UEP 287: Community Practice (Penn Loh)  
CVS 0150-02/PS 0118-02: Community Organizing (Ken Galdston)  
CVS 0150-04: Wicked Problems & Emerging Disease (Daniele Lantagne)  
CVS 0185/POR 0126: Portuguese in the Community (Anibal Serra)  
CVS 0186/SPN 0146: Spanish in the Community (Nancy Levy-Konesky)

The department provides institution-wide community-based leadership programs rooted in this framework. The learning outcomes of this program are for students to:

- Understand how power is organized and how it operates within and between societies
- Grapple with social conflict, violence, and other obstacles to peaceful cooperation
- Consider questions of justice and fairness when social tensions arise
- Confront questions about appropriate relationships to outsiders of all types
- Examine alternative ethical, political, and theological frameworks to encourage comparative reflection about different ways in which people live together in society

Since the major has launched, students commented through the Tufts institutional senior survey:

"I have really enjoyed Civic Studies and it has made my Tufts experience engaging and relevant to the outside world."

"We engaged in intentionally facilitated dialogue according to a set of understood rules and procedures that we understood ahead of time. This form of dialogue allowed for more voices to be heard and for questions to be asked out of curiosity instead of accusation or making your own point."

Relevant link: <https://tischcollege.tufts.edu/civic-studies/civic-studies-major>

## Tisch Scholars Program

Since the last classification, Tisch Scholars Program has aimed to improve its foundational academic course, offer credit for community-based work, and include a capstone element for seniors. Through this enhancement, the Tisch Scholars program has become a unique, three-year leadership development program combining academic coursework, local community involvement, and critical reflection to promote civic engagement. Through their participation, students build on their values, knowledge, and skills to effect meaningful change and address pressing social issues within the Tufts University community and beyond. The 3-year program model allows scholars to experience a flexible learning process, develop strong relationships with other civically driven individuals, and reflect upon their academic or work experiences.

The Scholars program provides several ways for scholars to develop their civic identity through work in the courses, retreats, and project sites. After one year of participation, 100% of the scholars mentioned that civic and/or community engagement would be a core part of their life even after graduation. The study also revealed a 34% increase (from 40.9%) in students feeling that they know how to build coalitions and strategize with



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different individuals, institutions, and other stakeholders.

**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.**

For community engagement, learning outcomes tied to courses are assessed using several methods. The first method is through the Tufts institutional senior survey, the second method is the course evaluation, and the last method (a new strategy implemented since our last classification) is using the new assessment framework designed and created by a Senior Researcher and Director of Tisch College Student Programs.

Since the last classification, a Senior Researcher position has been created housed under Tisch College Student Programs. This position was established in the fall of 2021 to focus on designing and implementing a comprehensive assessment strategy and evaluations to support programmatic learning outcomes more rigorously and systematically. Since the senior researcher was hired in October 2021, the assessment framework was created and implemented to assess these learning outcomes.

The community-engaged and service-learning outcomes leverage interrelated theories of human development and learning: The Social Change Model of Leadership (SCM; Wagner, 2006) and Relational Developmental Systems metatheory (RDS; Callina et al., 2017; Callina & Lerner, 2017). Students' outcomes are conceptualized at three levels: (1) Civic Identity (intrapersonal), Civic Leadership (interpersonal), and Civic Agency (structural).

First, at the intrapersonal level, by promoting college students' civic identity, we aim to enhance students' sense of self-efficacy and purpose as responsible and engaged citizens of the world. At the interpersonal level, we strive to support civic leadership through cultivating collaborative relationships to communicate effectively to and work with diverse groups of people toward collective goals for the common good. Last but not least, at the structural level, through enhancing civic agency among students, we address structural challenges and opportunities in society, including systemic inequities and the root causes of social issues to promote positive social change. Coactions that occur among these three layers have the potential to increase understanding of how individuals see themselves in relation to their communities (referred to as "feedback loops").

This newly developed strategy and mechanism for assessment approach will be published as one of the Chapters for the Multidisciplinary Handbook of Character Development.

Also, this assessment framework and annual programs reports will be accessible on Tisch College's newly updated website, which will launch this May.

**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.**

Since the last classification, Tisch College developed learning outcomes for all students, and started to collect data for all Tisch College curricular classes. The learning outcomes demonstrate Tisch College's commitment to take on a stronger role in the academic life of Tufts University while helped citizens address society's most

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pressing problems in communities near and far. Through these learning outcomes, Tufts students should graduate with more than expertise in their chosen fields of study; they must also emerge prepared to contribute to civic life as informed, ethical, and engaged citizens. Guided by the assessment framework mentioned above (Section 8 – Question 2), civic-related skills/outcomes are assessed through various types of assessment strategies, including survey questions, reflections, and course-related assignments.

**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.**

Tufts administers a survey to students at the time of graduation, which contains a robust set of questions regarding community service participation and attitudes. Since the Senior Research of Tisch College Student Programs joined in October 2021, she has partnered with the OIR office to create questions that reflect the current students' community engagement experiences and opportunities at Tufts. One of the main goals is to provide many questions that overlap through the years to document students' attitude shifts and perspectives.

Since the last classification, some of the key findings from the Tufts institutional first-year survey include:

A little over 50% of first-year undergraduate students and 60% of sophomores indicated that during their experience at Tufts, they “very much” and “quite a bit” thoughts Tufts contributed in their motivation to work with others to improve their community

Since the last classification, some of the key findings from the Tufts institutional senior survey include:

Some of the survey responses from undergraduates at Tufts have shown the following:

- Large majority of students indicated “stronger” or “much stronger” in understanding the problems facing their community, social problems facing our nation, and political systems.

- The majority of students strongly agreed/agreed on the following statements: being involved in making the change in their community is an important responsibility they have; community service is an effective way to create change; their Tufts education helped them become more aware of their responsibility to serve their community; and their Tufts education increased their interest in making the change in their community.

**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.**

Community Partners Survey

As mentioned in Section 7 – Question 1, the community partners survey is one of Tufts' systematic, campus-wide assessment mechanisms for assessing community engagement outcomes and impacts. Through this assessment, we strive to 1) understand the quality and current partnership between Tisch College at Tufts University and various community partners in Somerville, Medford, and the greater Boston area? to 2) provide data for a larger evaluation of Tisch College's overall programming's strengths and weaknesses? and 3) improve

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future partnership and cocurricular programming.

Based on the 2017 community partners survey, we were able to see the following impacts:

More than 70% of our community partners thought their partnership with Tufts was mutually beneficial, and nearly 90% of them thought Tisch College was sensitive to their needs and concerns. Furthermore, the following list is the top five categories of how the interaction/relationship with Tisch College has positively affected the partners: (1) lightened staff's workloads/saved agency money; (2) students brought new energy to the agency; (3) improvement in meeting community needs; (4) new projects developed and led by students; (5) more efficiency in daily operation.

Based on the 2018 community partners survey, nearly 95% of partners mentioned that their partnership with Tufts was mutually beneficial, and 100% thought Tisch College was sensitive to their needs and concerns. In addition, the following list is the top five categories of how the interaction/relationship with Tisch College has positively affected the partners: (1) lightened staff's workloads/saved agency money; (2) students brought new energy to the agency; (3) increased in the number of clients served; (4) new connections and stronger networks within the community; (5) improvement in meeting community needs.

## **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.**

As mentioned in Section 7 – Question 4, TCRC seeks to involve faculty and students from across Tufts University in community engaged research. To assess impacts of research and related processes on faculty, the survey was distributed in December 2021. To better measure faculty impacts (T&P, learning, etc), the TCRC team plans to address in the revised June 2023 survey. In the last survey, faculty reported that they:

- Gained new partnerships (33%)
- Pursued policy-related agenda (22%)
- Discovered new organization or coalition (22%)
- Achieved new or deeper research agenda (22%)

Select open ended responses:

"Had a public forum (participation by WBUR)... led to some more links and visibility. Starting to work with the Boston Science Museum on thinking about a broader/larger project. Ditto with other groups around Boston."  
"The work informed our approach and understanding of the water quality pollution challenges in the Mystic River watershed. We used it to leverage funding from private foundations for our water quality monitoring program and secure deeper partnership with the USEPA. In the end, it will accelerate the improvement of water quality in the Mystic and if successful, inform the water regulatory landscape." "We are in the midst of our Wellbeing Assessment process, and the capacity that the SEED grant has given us to provide incentives to individual participants, funding to community-based organization partners to carry out focus groups in alignment with the assessment's goals, and stipends to community researchers and student interns, has been nothing short of critical to operationalizing the equity-centered values of participatory action research. We are excited to move into the analysis and collective sense-making phase of the project in 2022!"

### Faculty Fellows Program

The Tisch Faculty Fellows Program (<https://tischcollege.tufts.edu/about/faculty-and-fellows/faculty-fellows>) is a campus-wide funding program to support a diverse group of faculty members from across Tufts University. Through this program, faculty fellows engage in discussions about teaching and research and build the capacity to integrate civic and community engagement into their work.

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Sara K. Johnson, Faculty Fellow 2020-2021. "Development and Initial Validation of a Quantitative Measure of Civic Identity." This project led to a validated instrument to assess civic identity now used to determine whether civic programming promotes students' involvement in civic actions, including those that are oriented toward promoting racial equity. Dr. Johnson is using this model to develop additional quantitative measures of civic engagement.

Related publications: Le, T. U., Johnson, S. K., & Lerner, J. V. (2022). Exploring moderators of the relationship between adolescents' social responsibility and civic actions. *Journal of Community & Applied Social Psychology*, doi:<https://doi.org/10.1002/casp.2618>

Gee, M. N., & Johnson, S. K. (2023). Why do young people engage in some civic actions and not others? Exploring the roles of individual and collective civic efficacy. *Journal of Community & Applied Social Psychology*, 33(2), 356– 373. <https://doi.org/10.1002/casp.2661>

Hilary Binda, Faculty Fellow 2016-2018. The project resulted in the Tufts University Prison Initiative of Tisch College (TUPIT) - an Inside-Out program, two degree programs for incarcerated individuals, a credit-bearing reentry initiative and a literary journal.

Relevant links:

<https://tuftsdaily.com/news/2023/02/15/tupit-celebrates-first-volume-of-the-resentencing-journal-success-of-educational-programs/>

<https://tuftsdaily.com/news/2021/03/30/tupit-pushes-for-program-allowing-incarcerated-individuals-to-obtain-tufts-bachelors-degree/> <https://tuftsdaily.com/features/2017/10/13/inside-brings-classroom-discussion-state-prison/>

**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.**

Each year, Tufts University prepares a comprehensive set of reports on our community engagement and impact focused on our host communities. (See: <https://communityrelations.tufts.edu/news-publications/community-reports>)

The most recent years are summarized in the Community Impact Report, 2021-2022 (<https://tufts.app.box.com/v/gcr-final-spreads>). The Office of Government and Community Relations annually collects and synthesizes data from all Tufts Schools and programs and the University's impact in the community including on: economic activity, employment, tourism, research funding and community engagement activities. For example, "Tufts University attracted \$190 million in research funding to Massachusetts in 2020, much of which was spent locally. Research at Tufts focuses on breaking down walls—between fields, between faculty and students, between what is and what could be—in order to solve the most pressing global challenges of our time."

Further, as these reports quantify, during the COVID-19 pandemic, Tufts collaborated with our local communities to offer support, resources, expertise, and knowledge from the earliest days through the duration of the emergency. Tufts was the first university in Massachusetts to offer campus facilities for relief efforts, housing first responders, health-care workers, and COVID+ patients; providing cold storage and food donations to hunger-relief organizations; and awarding emergency grants to local nonprofits. "Recognizing the importance of testing in densely populated communities, Tufts also administered 1,400 free COVID-19 tests to our

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neighbors and worked with Medford and Somerville to launch one of the first public school pooled testing programs in the state, serving 8,831 students.

Another example: “Driven by the ideals of human rights and democratic participation, Tufts students, faculty, and staff seek solutions to the world’s most pressing challenges and share a commitment to improving people’s lives, beginning right here at home. Every fall, 185 incoming undergraduates and 75 student leaders choose to spend their first days at Tufts volunteering with 45 local nonprofits through the FOCUS pre-orientation program. Medical students all complete at least 50 hours of community service learning and dental students participate in a 5-week community externship each year. More than 1,000 students from across the university have participated in the Tisch Summer Fellows program since it began, and in a typical summer, they contribute over 24,000 hours of work to local nonprofit organizations. Through innovative, interdisciplinary research aimed at addressing real world problems, Tufts also creates cutting-edge research and programs like Shape Up Somerville that benefit host communities.”

These reports signal, and provide evidence for, an important shift from the last time Tufts applied for this elective classification: our emphasis on co-creation with our partners. This ethos is more embedded across the University’s work with communities, and our impacts are more comprehensively collected and robustly analyzed, providing more information and better data to inform our work together and reflect on our practices. There is a distinct shift from service to deep engagement, from “community work” to civic life and to building and sustaining robust and inclusive democracy. This is an intentional move, and it is put into practice from the highest levels of the University.

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

The results from each survey are used in various ways, and are dependent on the goals of the survey. Some examples are as follow:

Some surveys have slides created that are presented to the survey client or office. These presentations usually contain static visualizations, descriptive statistics, tables, longitudinal comparisons, and key findings. A small subset of OIR’s surveys also have dynamic Tableau dashboards associated with them, which is especially helpful for survey results that need to be examined over time or broken out by more than one demographic category.

Summary reports and other static reports, like PowerPoint presentations and Excel files, are shared with clients through Box, a secure file sharing application. Tableau dashboards are accessed on the Tufts Tableau Server. The clients are added to the dashboard and must use their Tufts credentials to sign in. The reporting needs are usually established with the client at the beginning of the survey process, but many analysts receive ad hoc requests from the client after initial survey results have been distributed.

The data compiled from each survey is used in a variety of ways, and is dependent on the survey. Some survey data is used for the reaccreditation purposes, both at the university-level and the individual school-/program-level. For example, survey data was compiled for the recent 2023 NECHE reaccreditation self-study. As examples of school- and program-level reaccreditation, the School of Engineering uses data from the undergraduate surveys in their program-level ABET reaccreditation process, and Tufts School of Dental Medicine uses survey data from both their exiting student and alumni surveys in their CODA reaccreditation process.

Outside of accreditation, some survey data is used to meet state regulations, such as the annual rideshare survey

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required by Massachusetts Department of Environmental Protection. Other surveys, including the undergraduate experience surveys, the University Chaplaincy survey, and the library survey, allow offices to make data-informed decisions when creating new offerings or revising/eliminating existing programming. The responsibility for change implementation based on the survey results lies in the hands of the survey client, rather than with OIR.

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

In 2016, Tufts University Office of Institutional Research (OIR) office initiated and created “QualtricsTools.” The QualtricsTools is an R package that automatically processes Qualtrics survey data into reports breaking down the responses to each question. The program generates summarized result reports of closed-ended questions, and it also complies with appendices of open-ended text responses and generates question dictionaries that describe the details of each survey question. Utilizing this powerful tool allows Tufts campus to disaggregate student data by race, ethnicity, gender, and other identity-based demographics to understand who participates in community-engaged courses and how their outcomes may differ.

Furthermore, in 2023, to further enhance the tracking system, Tisch College Student Programs team will partner with the Tufts OIR office to systematically disaggregate students who participate in community-engaged courses and programs. This partnership will not only track the demographics for those students enrolled in Tisch College programs, but it will also be able to track these variables for applicants. This is another effort for the program to analyze who applies and participates in initiatives (for example, were students of color 30% of the applicants but only 5% of participants?). Tufts is making strides to listen and learn, create equal access to opportunities, and foster a climate where students, staff, and faculty feel welcome to express their identities and advance academically, professionally, and socially. Implementing these processes will help us to accomplish this mission.

**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.**

Tufts OIR office has a mechanism to disaggregate faculty and student data by race, ethnicity, gender, or other identity-based demographics to understand who participates in community engaged courses and the effect of community engagement. Using the OIR office’s CLASS\_ENROLLMENT\_DETAIL Tableau data source and the HR file that the OIR office maintains, the OIR team can pull in the relevant demographic information and do some basic calculations that draw the breakdowns as needed. However, Tufts also consider both the faculty and students’ confidentiality seriously. If some classes are very small, they would not share the information outside

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of their office, even in a deidentified way.

## 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?**

Tisch College continues to convene a diverse group of faculty members called Tisch Faculty Fellows from across Tufts University for interdisciplinary discussions about teaching and research that builds the capacity of Tufts faculty to integrate civic engagement into their work. In 2018 the program was revised to provide additional scaffolding and support to develop, assess and communicate community engaged work. Faculty Fellows develop a course, research project, or other initiative designed to strengthen the connections between their individual disciplines and civic life. They receive a stipend that can be used for salary or research/teaching expenses, and they meet four times per semester to share perspectives and discuss common themes, challenges, and resources. Since our last classification, more than 100 colleagues, representing every Tufts school, have participated in the program, which is open to any member of the Tufts University faculty, and our annual budget has increased from \$40K to \$100K.

Since 2017, in partnership with the Center for the Enhancement of Learning and Teaching (CELT), Tisch College has supported the Social and Emotional Learning for Equity and Civic Teaching Faculty Fellows Program (SELECT). The initiative's mission is to understand and advance the synergy of social-emotional, intellectual, and civic learning to provide opportunities to learn, thrive, and serve at Tufts University and beyond. We envision a world where all members of higher education communities -- students, faculty, and staff -- strengthen their social-emotional skills and cultural competencies through inclusive civic experiences in and out of the classroom, and where civic engagement is impactful and inclusive because participants have social-emotional skills. We view the nexus of social-emotional, intellectual, and civic learning as the fulcrum of Tufts' institutional commitment to diversity, inclusive excellence, and cultural competency. Fellows meet monthly and participate in half-day retreats at the beginning and end of the program and receive a modest stipend for their participation. The program has supported up to 18 fellows per year from across the University.

Additionally, the Tisch Community Research Center (TCRC) provides myriad resources to faculty seeking to partner with community organizations for research in the form of education, networking, and financial support. Since 2021, TCRC has sponsored a summer course titled "Conducting Participatory Action Research". The course is open to people conducting research with vulnerable populations, including faculty, graduate students, and researchers in community-based organizations and the public sector. Conducted synchronously via Zoom for the past two years, the course has had a global reach, with people joining from across the US, as well as Latin America, Africa, Asia and Europe. Participatory Action Research (PAR) aims to democratize the research process by inviting members of the community to take a leadership role in designing, executing, analyzing, and publishing the study in collaboration with academic researchers. It also engages community members in the co-production of scientific knowledge and promotes social change through action-oriented projects. PAR is recognized as an effective model for promoting anti-racism in research and decolonizing the production of academic knowledge.

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

## Eligibility for institutional awards

In 2021, Tufts established the Presidential Awards for Civic Life for Faculty. Active citizenship is a core value of Tufts, and it is one of the most important ways the University makes a positive impact on both individuals and society. These awards honor the myriad ways in which our faculty are engaged and recognize the full range of civic life in which our faculty excel. Examples include curricular efforts such as the implementation of service-learning or exemplary teaching in civic studies, extracurricular applications of service in new or established programs, research and scholarly efforts related to civic studies, and participation in community activities and public service. Awards are given for Outstanding Achievement in Civic Research, Outstanding Teaching for Active Citizenship, and Outstanding Personal Achievement in Active Citizenship.

## Program grants

The Tisch College Community Research Center (TCRC) is a champion and resource for civically engaged and community-centered scholarship across all Tufts campuses. With an emphasis on community participatory and action research, TCRC advances equitable and innovative community-university research partnerships through developing resources, networks, visibility, and new opportunities for learning.

TCRC serves Tisch College, Tufts University, and partner communities in an unusual capacity, with an emphasis on shared decision-making and community knowledge. Strong relationships ground community-engaged research, making it more relevant, meaningful, and social justice-oriented. TCRC supports collaborations among local community partners and Tufts faculty and students to co-produce knowledge addressing our communities' most urgent questions and concerns. Since our last classification, TCRC transitioned to from being led by a faculty member at .2FTE effort, to a dedicated staff director assisted by a full-time AmeriCorps VISTA. Since our last classification, TCRC has awarded an additional \$200K of seed grants to support co-created community-faculty research projects.

At the heart of TCRC is a shared and democratic leadership model, demonstrated in its steering committee with members from across Tufts' neighboring communities and faculty from Tufts academic departments. TCRC is also supported by a broader participatory and action research community, cultivated since the center's earliest days.



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## Facilitation of partnerships

The Tufts Presidential Symposium on Community Partnerships brings university staff, faculty, and students together with local community partners to learn from each other, share ideas, and build new partnerships and collaborations. This event attended by more than 150 people annually, features an appreciation breakfast and remarks by the President and Dean of Tisch College. The main event includes a keynote or expert panel including both faculty and community experts, followed by table discussions centered around the symposium theme facilitating creative thinking and stronger networks.

### **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.**

For the last several years, the university has been piloting a cluster hire program where several faculty members working on a related research problem are hired together with five years of support up front, to increase collaboration and sustainable funding. This initiative has the dual goal of increasing and supporting the number and impact of faculty whose work contributes to Tufts as an anti-racist institution and expanding racial equity and justice work beyond the university.

In 2019, the Andrew W. Mellon Foundation awarded \$1.5 million to the School of Arts and Sciences to hire faculty members in the newly established Department of Studies in Race, Colonialism, and Diaspora (RCD), an interdisciplinary department organized around the historic and contemporary study of colonialism and race in shaping societies and cultures in the United States and the world. RCD offers rigorous scholarly curricula on the comparative study of race and empire, transnational migrations, histories of colonialism and decolonization, struggles for social justice, and movements for cultural sovereignty, with attention to class, gender, and other kinds of social inequality. The experience and scholarly expertise of these faculty members reflect a deep commitment to community engagement many of whom in addition to writing and studying about the impact of race and culture on society, are also expert practitioners holding roles or leading projects in the community with an applied focus.

The following year, this initiative was extended to the health science faculty with an NIH grant for provide critical resources and infrastructure necessary to increase faculty diversity among those underrepresented in medicine and science (URMS) and to implement the tools required to ensure the long-term success of new early-career faculty hires. The focal areas for hires included such topics as Equity in Health, Wealth and Civic Engagement, Healthy Aging and Global Obesity.

The Office of the Provost recently launched a new faculty hiring initiative “Connecting the Community of Tufts Scholars”, which builds on the NIH project. Next year’s cohort will be centered on Climate and the Environment and at least one of the hires will be an expert in Climate Equity.

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

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

### **5. Describe the policies for faculty promotion (and tenure at tenure-granting campuses) from any level of the institution (campus, college or school, department) that specifically reward faculty scholarly work that uses community engaged approaches and methods. If there are separate policies**

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**for tenured/tenure track, full time non-tenure track, part time, research, and/or clinical faculty, please describe those as well.**

Promotion and tenure policies continue to vary across each of the university's schools. Research is defined broadly with evidence of scholarly accomplishment measured using traditional indicators such as the number of publications, impact factor and funding amounts. Thus, community engaged scholarship is considered alongside other forms of research in promotion and tenure decisions. However, some schools have expanded their definitions to specifically include community engagement or impact in their definitions of research. Using interest and participation in the Tisch College Faculty Fellows program described above as an indicator, community engaged approaches in scholarship and research are garnering increased legitimacy among faculty at Tufts. This is due in large part to the advocacy of many respected senior faculty who themselves participate in these methods, and the arrival of new faculty members who are increasingly drawn to Tufts because of their commitment to and interest in this work.

For example, under the Criteria section of the Fletcher School's Regulations on Tenure and Promotion, "Measures of policy and practice recognition and impact, including but not limited to references and mentions in policy statements, non-scholarly citations, invitations to serve in significant policy advising capacities and testimonies to relevant bodies" was recently included in their Faculty Handbook as evidence of research accomplishments that count toward promotion and tenure.

**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):**

In Arts, Sciences and Engineering, the most recent policy document has been updated to expand the definition of service: the Committee looks for evidence of leadership in departmental, university, and professional life. This may include service assignments; advising and mentoring; public scholarship; community engagement; leadership positions in the department, university, or discipline; and activities seeking to enhance diversity, equity, and inclusion at any of those levels.

The Friedman School of Nutrition Science and Policy has explicitly included civic engagement in their promotion criteria: Faculty of the Friedman School are expected to be active in civic engagement and service to their profession and to society, in pursuit of the school's mission to improve the nutritional well-being of people throughout the world. Examples of scholarly and professional activities include membership on university, national, and international scientific and policy committees, and participation in significant national and international programmatic and policy-making activities. Other evidence of scholarly and professional activity may include membership on editorial boards; participation in research peer review activities; receipt of honors that recognize societal impact; publication of books, reports, and review articles; lectureships; and authorship of scholarly book reviews.

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

See section a.

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

See section a.

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

The prevalence of formal policies that specifically mention and reward community engagement for promotion and tenure remain sporadic across the University. As individual schools and departments update their respective handbooks and criteria for advancement, we are seeing a trend toward including language that mentions community engagement and specifically, scholarship and service that addresses equity and justice. However, we know that many schools and departments implicitly reward this work because of the increase in curricula that requires student community engagement (e.g., service hours) and thus faculty involvement. Furthermore, each school at Tufts has multiple faculty members with dual appointments at Tisch College, and the health professions schools each have a Civic Life coordinator who work closely with faculty in teaching and mentoring students in their community service curricular, co-curricular and extracurricular endeavors. There is sufficient evidence, based on the degree of participation in the myriad programs at Tufts, that community engagement is a hallmark of the University mission and identity despite a lack of consistent policy language.

### **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.**

Urban & Environmental Policy & Planning: We aim to educate and nurture a new generation of leaders – "Practical Visionaries" – who both acknowledge this past and work to address these injustices that continue to this day. We are committed to advancing social, racial, economic, and environmental justice for all, at the local, national, and global scale. We will also work within Tufts to support the university's commitment to becoming an anti-racist institution. We believe that policy and planning should actively lead to more inclusive, just, participatory, tolerant, and sustainable communities, regions, and ecosystems. This mission requires listening, learning, and helping to raise the voices of peoples who are marginalized because of their identities and historical legacies of exclusion and oppression. It requires creating a culture of curiosity and belonging amongst faculty, staff, students, and partners.

Child Studies and Human Development: The mission of the Eliot-Pearson Department of Child Study & Human Development is to provide a vibrant, interdisciplinary community dedicated to applied research and the preparation of students for careers that support and enhance the lives of children, youth, and families in the diverse communities and contexts of the 21st century. We value diversity and are committed to pursuing equity and justice in our work and in the world. We are committed to the integration of theory, research, and practice that promotes the development of individuals as active citizens of the world.

Department of Occupational Therapy: The mission of the Department of Occupational Therapy is to develop, disseminate and apply knowledge that promotes meaningful and healthy participation in daily activities of people, populations, and communities. Our history and focus on high-impact, multidisciplinary scholarship, excellence in clinical reasoning, and strong community-based partnerships sets us apart in training future leaders. We use a reflective process to identify and understand occupational performance and well-being to develop innovative approaches that support meaningful engagement in activities across the lifespan, addressing

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a growing and important societal need. As part of Tufts' mission to promote civic engagement and community leaders, Tufts Department of Occupational Therapy has community partnerships with local agencies to facilitate students learning through service.

**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.).**

Since our last classification, Tufts has experienced significant leadership changes, with four different university provosts, turnover in the deans in seven of our eight schools, and a pandemic. Therefore, significant revisions to the tenure and promotion processes have not been completed in most schools. However, in 2020 President Tony Monaco directed a significant strategic initiative—"Tufts as an Anti-Racist Institution"—described elsewhere in this application. Two workstreams specifically relate to faculty policies: Compositional Diversity and Equity and Inclusion. The committees each made numerous recommendations that are in various stages of implementation including these related to faculty:

Job descriptions should include language that suggests how new hires may be positioned to make contributions to underrepresented groups. Job descriptions should require candidates to include in their application materials a statement about how they intend to further DEI initiatives and advance the interests of underrepresented groups.

Deans need to work with departments to widen search areas, including through joint appointments. Areas likely to attract more diverse candidates must not be seen as a bonus to be invested in but core to fulfilling Tufts' mission and values.

Search committees should undergo a rigorous training program on diversity hiring before the initial stages of the search.

Every effort should be made to name a diverse committee and service on searches should be an important part of annual reviews, promotions, etc.

Make service an equal to research in evaluating faculty.

Encourage T&P (Tenure and Promotion) committees to build service into their metrics; ask candidates to provide a service statement like the research and teaching statements.

**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**

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**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.).**

The Office of the Provost is currently in the process of creating a university-wide set of tenure and promotion guidelines. These guidelines apply specifically to all tenure and tenure track full-time faculty. Each school maintains its own detailed criteria and processes for each faculty rank and category, as is appropriate given the distinct mission of each school. Nonetheless, in order to create equity and the appropriate level of rigor across the schools, certain basic policies should be established and applied for the university as a whole. At the most basic level, Tufts faculty members or new hires being considered for promotion should demonstrate excellence across the range of their activities, including teaching and mentoring, clinical training, research and scholarship and service (including public service and service to their professions). Demonstrated commitment to the university's goals of diversity inclusion, participation in team science and the engagement in interdisciplinary research and teaching should all be part of the evaluation of a case. As of April 2023, a draft policy has been shared with the University Faculty Senate as well as all School Deans. Once all stakeholders have had the chance to provide input, final approval of the guidelines will be made by the Provost.

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

Talloires Network Leaders Conference (TNLC 2021)

The Talloires Network or Engaged Universities is a growing global coalition of 427 university presidents, vice-chancellors, and rectors in 85 countries who have publicly committed to strengthening the civic roles and social responsibilities of their institutions. It is the largest international network focused on university civic engagement and is housed at Tufts. In 2021, TNLC2021 took place at the virtual campuses of Tufts and Harvard University on 30 September – 3 October 2021, as well as in international hubs across the world. TNLC2021 reached more than 1,400 university leaders, faculty, staff, students, and community partners from 53 countries worldwide. We increased access and participation by providing 18 Grants for Engaged Universities in 14 countries to host safe local gatherings, conducting all 24 conference sessions in English and Spanish, recording sessions to accommodate time zone differences, featuring the movement-building event in University World News, and shipping electronic devices to student participants around the world. Together we produced and signed the 2021 Declaration, a statement of our shared values and vision for higher education. We also documented key takeaways in the TNLC2021 Report and a Short Film to document the conference.

Massachusetts Black Lawmakers Roundtable (MLBR)

A group of 20 Black lawmakers, including U.S. Representative Ayanna Pressley (MA-07), convened at Tufts University on Monday, April 25, 2022, to launch the Massachusetts Black Lawmakers Roundtable (MLBR), an initiative of the Center for State Policy Analysis (cSPA) at the Jonathan M. Tisch College of Civic Life. MLBR builds on the commitment of Tisch College and Tufts to strengthen democracy and promote civic leadership locally, nationally, and globally. Convening semi-annually, it serves as a coalition of elected officials in Massachusetts at all levels of government who identify as Black. MLBR is a platform for relationship and power building, policy innovation, programmatic collaboration, experience sharing, and thought leadership. The local, state, and federal lawmakers represent all regions of the Commonwealth, including Greater Boston, the

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Berkshires, Central and Metro West, Cape Cod, South Shore, and the North Shore.

## Institute for Democracy and Higher Education (IDHE)

IDHE generates the National Study of Learning, Voting, and Engagement (NSLVE) which is a free service to nearly 1,200 U.S. colleges and universities nationwide, providing individual reports containing students' voting rates, broken down so that institutions can close equity gaps in voting. During the 2020 election season, when it was clear that COVID-19 would drastically change the college experience, IDHE released Election Imperatives 2020, which advocated for an equity-centered and pandemic-responsive approach to campus engagement. The next year, they launched an interactive tool, showing where college student communities are located and the possible effects of redistricting on student political access.

## Educating for American Democracy (EAD)

Tisch College Associate Dean for Academics, Peter Levine and Kei Kawashima Ginsberg, Newhouse Director of the Center for Information and Research on Civic Learning and Engagement (CIRCLE) served as principal investigators for the Educating for American Democracy (EAD) initiative which provides tools to make civics and history a priority so that we as a country can rebuild our civic strength to meet the modern challenges we are facing. EAD shifts from breadth to depth by offering an inquiry framework that weaves history and civics together and inspires students to learn by asking difficult questions, then seeking answers in the classroom through facts and discussion. The EAD initiative demonstrates that an ideologically, demographically, and professionally diverse group can agree about history and civics content, as well as pedagogy. This detailed consensus, presented in a broad Roadmap that allows states, localities, and educators to assess and reprioritize their own approaches, will encourage investments in civics and history at all levels.

## Engaged Scholar Initiative

Sunah Hyun, Senior Researcher at Tisch College, was selected for Campus Compact's Engaged Scholar Initiative, a highly competitive national recognition. Sunah focuses on designing and implementing a comprehensive assessment strategy across all programs run out of Tisch College. As a developmental psychologist and community-based researcher, her research reflects a desire to serve as a liaison to bridge academic research and the local community (especially immigrant and low-income communities), inform policy, and develop innovative intervention strategies.

Ross, C. H. and Fried, S. J. (2023). Why STEM Education--and Democracy--Need Civic Science. *American Scientist*, 111(3), 56. URL: <https://www.americanscientist.org/article/why-stem-education-and-democracy-need-civic-science>

**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).**

Ndidiamaka Amutah-Onukagha, Ph.D., M.P.H, Assistant Dean for Diversity and Inclusion and Julia A. Okoro Professor of Black Maternal Health and Associate Professor Public Health and Community Medicine

Amutah-Onukagha, N., Mahadevan, M., Opara, I., Rodriguez, M., Trusdell, M., & Kelly, J. (2018). Project THANKS: Examining HIV/AIDS-related barriers and facilitators to care in African American women: A community perspective. *AIDS patient care and STDs*, 32(4), 119-128.

Project THANKS, (Turning HIV/AIDS into Knowledge for Sisters), is an evidence-based intervention that utilizes

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a community-based participatory and empowerment building approach for African American female substance abusers living with HIV and other chronic diseases. This qualitative study sought to gain insight from women living with HIV on how to improve Project THANKS. African American women living with substance abuse disorders, HIV, and other comorbidities were recruited from three community-based health centers in New Jersey (N = 31). Ninety-minute focus group sessions were implemented in each health center. The focus group sessions were designed to understand the perceived factors influencing the participants' ability to self-manage their health conditions and challenges they are currently facing regarding their diagnoses.

Sara Folta, Ph.D., Associate Professor, Nutrition Interventions, Communications, and Behavior Change

Seguin-Fowler, R.A., Eldridge, G.D., Graham, M., Folta, S.C., Hanson, K.L., Maddock, J.E. (2023). COVID-19 related protocol considerations and modifications within a rural, community-engaged health promotion randomized trial. *Methods and Protocols*, (6)5. <https://doi.org/10.3390/mps6010005>

Rural communities are at higher risk for physical inactivity, poor dietary behaviors, and related chronic diseases and obesity. These disparities are largely driven by built environment, socioeconomic, and social factors. A community-based cluster randomized controlled trial of an intervention, the Change Club, aims to address some of these disparities via civic engagement for built environment change.

Lorgia García Peña, Professor and Chair of the Department of Studies in Race, Colonialism, and Diaspora, Studies in Race, Colonialism, and Diaspora

Peña, L. G. (2021). Bridging Activism and Teaching in Latinx Studies. *Critical Dialogues in Latinx Studies: A Reader*.

We need mass-based political movements calling citizens of this nation to uphold democracy and the rights of everyone to be educated, and to work on behalf of ending domination in all its forms—to work for justice, changing our educational system so that schooling is not the site where students are indoctrinated to support imperialist white- supremacist capitalist patriarchy or any ideology, but rather where they learn to open their minds, to engage in rigorous study and to think critically.

Karen Jacobsen, Henry J. Leir Professorship in Global Migration, The Fletcher School

Jacobsen, K. (2017). Refugees in towns: experiences of integration. *Forced Migration Review*, (56).

In countries of first asylum, transit, and destination it is increasingly towns and cities that are absorbing refugees. We must look at a local level to better understand urban integration as a process shared by refugees and host communities alike. The Refugees in Towns project (RIT) promotes understanding of the migrant/refugee experience by drawing on the perspectives of refugees as well as local hosts. For refugees, migrants, and hosts, RIT offers an opportunity to develop and promote authentic narratives through participatory, reflexive, and local research. They author a range of case studies and reports in collaboration with students to identify the factors that enable and obstruct integration, and the different ways in which migrants and hosts co-exist, adapt, and struggle with integration. For academics, RIT analyzes the global differences and similarities in factors that enable or obstruct integration using a unique methodological framework. For policymakers and practitioners, RIT seeks to develop potential solutions to the barriers refugees, migrants, and hosts face in integration through policy briefs informed by engaged research.

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Penn Loh, Senior Lecturer and Associate Chair of Urban & Environmental Policy & Planning

Loh, P., Ackerman, Z., Fidalgo, J., & Tumposky, R. (2022). Co-education/co-research partnership: a critical approach to co-learning between Dudley Street Neighborhood Initiative and Tufts University. *Social Sciences*, 11(2), 71.

The Co-Education/Co-Research (CORE) partnership has been built over the last decade between Tufts University and Dudley Street Neighborhood Initiative, a community organizing and planning group in Boston. We have been co-producing knowledge and action to further community control over development, and we have found that institutional shifts, such as co-governance and the equitable sharing of funding, are leading to longer term impacts for the community partner and breaking down the boundaries between university and community.

Christine McWayne, Professor, Eliot-Pearson Department of Child Study & Human Development

Lok-Wah, L., McWayne, C.M. & Mistry, J. (2023). Parent and teacher perspectives about preschool children's natural learning opportunities in two immigrant Head Start communities, *Journal of Early Childhood Teacher Education*, 44:1, 42-65, DOI: 10.1080/10901027.2021.1990166

Guided by the literatures on home-school partnership and caregiver ethnotheories, the present study explored parents' and teachers' understandings of natural learning opportunities in DLL children's homes and surrounding communities. Interpretative Phenomenological Analysis (IPA) was conducted on the transcripts of 18 interviews with parents (n = 9) and teachers (n = 9) from two Head Start programs in a large northeastern city. Results showed that participants discussed natural learning opportunities for DLL preschool children across three primary learning contexts: home, school, and community. Learning experiences were arranged and routinely implemented by immigrant parents and teachers to foster character and positive approaches to learning, provide accessible educational experiences, and preserve cultural heritage for DLL children.

Gregory Wolfus, D.V.M. Associate Clinical Professor Department of Clinical Sciences

King E., Mueller M., Wolfus, G. and McCobb, E. (2021). Assessing service-learning in community-based veterinary medicine as a pedagogical approach to promoting student confidence in addressing access to veterinary care. *Frontiers in Veterinary Science*. 8:644556. doi: 10.3389/fvets.2021.644556

Many veterinary clients experience challenges accessing veterinary care due to financial limitations, transportation access, language comprehension, the ability to comply to the care plan (e.g., disabilities, physical, or mental health challenges, substance use), the ability to come to the clinic during the hours that it is open, and the ability to communicate outside of the appointment. The goal of this study was to assess student confidence levels working in accessible care before and after participating in a service-learning-based community veterinary rotation.

**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.**



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Diversity, equity, and inclusion (DEI) has been seen as a top university priority as evidenced by its prominent inclusion in the most recent institutional strategic plan, the T10 Strategic Plan. The university has also made progress through a 75 percent increase of the racial diversity within the Board of Trustees in the 2015–2020 period. Furthermore, the university's commitment to DEI has progressed through a steady increase of staff, resources, and programming in this area.

Prior to this initiative, many of Tufts' schools had already begun developing strategic plans, as well as plans for becoming anti-racist across its various academic and administrative activities. Schools have also been establishing school-based councils and committees on DEI. These groups are working collaboratively with the university-wide cabinet on diversity and inclusion (TUCDEI) to advance multiple initiatives.

The university has supported multiple awareness and education campaigns and events, and recently has approved a university-wide anti-racism and anti-oppression training. This is in addition to implicit bias training that has already been rolled out for hiring managers and members of search committees. An aspiration is to make these training opportunities available in Spanish as well. Finally, the university helps support various employee resource groups, which assist community members and encourage a sense of belonging at Tufts.

## 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.

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**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.**

Since the last classification, the Tisch College of Civic Life has created a Civic Learning conceptual framework for their programming, much of which is curricular. This framework has been shared with faculty participating in Tisch College's Faculty Fellows Program and with Tufts Community Research Center (TCRC) (both mentioned in earlier sections) to use when designing civic and community engaged courses or research opportunities. It will be shared with faculty and staff as a resource during the upcoming university-wide teaching conference offered in May 2023 by Tufts' Center for Learning and Teaching (CELT) on the theme of "Learning Through Experience" and was shared by Tisch College staff in a workshop at the most recent Campus Compact conference.

The three outcome areas within the Civic Learning framework are as follows:

- Civic Identity: Enhance sense of self, efficacy, and purpose as a responsible and engaged citizen of the world (intrapersonal)
- Civic Leadership: Cultivate collaborative relationships to communicate effectively and work with diverse groups of people toward collective goals for the common good (interpersonal)

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- Civic Agency: Address structural challenges and opportunities in society, including system inequities and root causes of social issues to promote positive social change (structural)

Another significant and exciting update since our last re-classification is that Tufts now offers a Civic Studies major (first offered in 2018). Offered through the School of Arts and Sciences, Civic Studies is an interdisciplinary field that focuses on critical reflection, ethical thinking, and action for social change, within and between societies. People who think and act together to improve society must address problems of collective action (how to get members to work together) and deliberation (how to reason together about contested values). They must also:

- Understand how power is organized and how it operates within and between societies.
- Grapple with social conflict, violence, and other obstacles to peaceful cooperation.
- Consider questions of justice and fairness when social tensions arise.
- Confront questions about appropriate relationships to outsiders of all types.
- Examine alternative ethical, political, and theological frameworks to encourage comparative reflection about different ways in which people live together in society.

As Civic studies is an interdisciplinary program, students are required to take it as a double-major, along with another discipline from Arts and Sciences. The major requires eleven courses, including the introductory course, an internship, and a capstone seminar. The other courses are distributed among the following themes: thinking about justice; social conflict and violence; civic action and social movements; and civic skills. The courses draw from 34 departments across the university including political science, history, sociology, psychology, and community health, among others.

## **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

791

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

+704

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

11%

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

+8%

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

33

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

+6

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

20%

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

-47%

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

289

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

+207

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

30%

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

+17%

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

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220

**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**

24%

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

n/a

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

56

**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**

6%

**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**

7

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**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**

<1%

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

n/a

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

3265

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

+2436

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

27%

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

+10%

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

2021-22

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### **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.**

This data was gathered in collaboration with the Registrars from all Tufts schools, as well as with input from the Assistant Provost for Faculty Affairs. Data from Honos Civicus applications (see next question for details on Honos Civicus) was also considered in course identification. The Tufts Fact book from the Office of Institutional Research was used to identify total numbers of departments, faculty, and students for 2021-22.

We are unclear on how this data was collected in 2015, and if all schools and departments were represented (we believe not, because it looks like there are only 40 departments represented in 2015 and this year we are reporting 78 departments across all schools). The numbers across all areas are elevated from the 2015 application, most significantly the number of courses. This data reports the total number of courses, including multiple sections of a single course. Another elevated number is the number of students participating in courses - the number listed is the number of students registered for the identified courses in the fall of 2021, spring of 2022, and summer of 2022, and does not account for repeats (for example, individual students who participated in multiple courses, of which there are likely many). Several additional factors may contribute to the increased numbers of courses and departments, including the merger of the School of the Museum of Fine Arts (SMFA) with Tufts in 2016, the addition of University College in 2018, and the creation of new departments including Civic Studies and the Department of Studies in Race, Colonialism, and Diaspora.

We do not have a formal "community engaged" label on courses, and so in order to collect this information, we scraped the course bulletin for all classes that included the following terms in the title or description of the course: service-learning, community engagement/engaged, civic engagement, internship. These courses were then sorted through and only courses that had clear community involvement were selected.

All of this data is regularly collected and accessible, but is not currently gathered in a regular fashion with the specific purpose of analyzing the questions asked in this application. That said, the prompting to do so for this report has been very informative, and will be used in future discussions as we explore options for community engaged course labeling and tracking.

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

Community engaged courses are not currently noted on most academic transcripts, although the 50 hour Community Service Learning (CSL) requirement is noted on medical school transcripts. All students are invited to apply to the Honos Civicus Society, which selects and publicly recognizes graduating students who engaged in meaningful service and leadership activities or otherwise strengthened civic life on campus and beyond during their time at Tufts. Available to undergraduates and graduates at all Tufts schools, Honos Civicus provides an opportunity to celebrate and reflect on a Tufts education's foundational commitment to social impact and to join a network of engaged alumni who share and acted on that commitment. Students who apply to Honos Civicus are asked to describe curricular and co-curricular experiences that contributed to their civic learning and impact. Honos Civicus inductees are honored during special ceremonies alongside their peers, get a certificate from the dean of their school and the dean of Tisch College, receive a pin to wear on their commencement gown, and are officially recognized during graduation.

### **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**

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## **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

### Medical Education

Tufts University School of Medicine's (TUSM) MD program is renowned for its Community Service Learning (CSL) requirement, a longitudinal service-learning course in which students complete a 50+ hour community-based project. The preclinical course includes four mandatory online modules which outline principles of best practice, introduce students to Boston-area neighborhoods and CSL options within them, and frame the history of social determinants of health and particularly racism and redlining in Boston. Students also attend three mandatory didactic sessions followed by debrief and discussion. When students complete CSL, they write a reflection that synthesizes their experiences and connects to course learning objectives.

There is a wide range of choices from which students can select their CSL project, but they fall into three primary categories: Patient Support and Advocacy, K-12 Health Education, and Community Health and Wellness. Examples of these three include, respectively, volunteering at the Foot Clinic of Boston Health Care for the Homeless Program, leading afterschool science and health enrichment at a middle school in Chelsea, MA, and leading multilingual health workshops at a Chinatown community center. Students may also propose independent projects, but all efforts must similarly address social determinants of health and/or address health inequities.

Although the curricular structure of CSL has stayed the same since our last classification, several other significant changes are worth highlighting:

We have significantly enhanced resources and capacity to support CSL efforts. In addition to the paid course co-directors and the Program Manager, the resources to support both students and faculty have increased dramatically due to our success and fundraising efforts. The Tufts Medical Alumni Association allocates \$10,000 - \$15,000/year for CSL programs, and several additional philanthropic gifts have enhanced this resource, most recently through the establishment of an endowed CSL Fund. Additionally, the Mary Y. Lee, MD, J75, M83 Community Service Learning Faculty Mini-Grant was created through an endowed gift to support faculty engaging in Community Service Learning efforts.

The MD curricular restructuring which began in 2019 reinforces the learning objectives of Community Service Learning by addressing health equity more robustly throughout the medical education experience. In the newly redesigned curriculum, the course Population Health and the Profession of Medicine partners with CSL faculty to include a community-led tour of Chinatown (where TUSM is located) during the first week of medical school, and engages students in assigning them a group project associated with learning the health needs and assets of a particular Boston neighborhood. The Threads curriculum weaves concepts of population health into every organ system block. In these ways, CSL does not feel separate from the curriculum, even though much of the experience is self-directed learning. Instead, there are multiple touchpoints and intersections throughout, not only through the CSL course but in other areas.

The Maine Track of the MD Curriculum now has 2nd year Maine track students complete coursework in Maine. This has led to expanded CSL partnerships in both Portland Maine and addressing rural and indigenous health in

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the state.

The Sam W. Ho Health Justice Scholars Program (referred to as the Tufts Student Service Scholars Program in our last classification) has also grown through an endowed gift to support it, and includes 15 students per year in this curricular track which also includes a Capstone project that is community-based and focused on health justice.

In our LCME (Licensing Committee on Medical Education) reaccreditation in 2021, the Student Self-Study cited CSL as a strength of the school.

## Graduate Courses

Our other health professions graduate schools feature service learning as well. At the Cummings School of Veterinary Medicine, second year students are required to participate in a service-learning rotation, called Tufts at Tech at Worcester Technical High School. This is a veterinary clinic which provides low-cost care for family pets within Central Massachusetts' underserved communities and is run by the Cumming students with the participation of high school students who plan to become veterinary technicians. The course includes three online training modules which educate students about the Worcester community, cultural humility, and accessible care. Reflection and debrief discussions are led by the Civic Life Coordinator for the Veterinary School, a position which is newly established since our last classification. The staff in this 0.5 FTE position also leads an Ethics session called Pets in Poverty, and works in other ways to augment opportunities for both curricular-based and co-curricular service learning. A key highlight of the current Civic Life Coordinator's work has also been assessment, including multiple publications and conference presentations on Service-Learning in Community-Based Veterinary Medicine.

The School of Dental Medicine also features service learning in multiple areas across the curriculum, including Oral Health Promotion in the 1st year, Pediatric and Geriatric CSL rotations in 3rd year, a special needs CSL rotation in 4th year, and a 5 week externship CSL rotation in 3rd and 4th year. The pediatric rotation works with the elementary school in Chinatown, providing free dental services at a three-chair pediatric dental clinic based at the school. Students in the geriatric CSL rotation provide care for older populations in numerous community settings, including New England Center and Home for Veterans, Age Strong and 2Life Communities, and the Boston Living Center. The Special Needs and Externship CSL rotations are at numerous schools and nonprofits both in the Boston area, throughout the US, and globally. New since our last classification is the establishment of the Civic Life Coordinator position, a 0.5 FTE position that supports community engagement, reflection, leadership, and partnerships, through both these curricular offerings as well as co-curricular engagement.

**6. Describe how community engagement is integrated into the following academic activities offered for credit and/or required by a curricular program by providing one or two examples from the following categories. Also, describe what has changed since the last classification.**

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

## Student Research

There are many opportunities for students to participate in community-engaged research as a part of their Tufts academic experience. As an example, CH182: Community-Based Participatory Research is a Community Health



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course where students, community partners, and faculty collaborate on community-based research. UEP 0255 Field Projects: Planning and Practice is a graduate course that provides students the opportunity to work on real-world challenges, while offering community partners research, analysis, and advice that enhances insight into priority issues and advances strategic objectives.

There are also several non-credit options that complement Tufts' students' academics. Students can participate in research through the Tisch College Community Research Center (TCRC). With an emphasis on community participatory and action research, TCRC advances equitable and innovative community-university research partnerships through developing resources, networks, visibility, and new opportunities for learning. TCRC also holds an annual research symposium, highlighting community engaged research and inviting students, faculty, staff, and community partners to present and connect.

## Student Leadership

One powerful example of a deeply engaged student leadership opportunity is the Tisch Scholars Program offered through the Tisch College of Civic Life. This unique leadership development program combines academic coursework, fieldwork in local communities, skill-building, and critical reflection. Over three years, Scholars acquire the values, knowledge, and skills they need to address pressing social issues and effect meaningful change while building a supportive community to strengthen civic engagement at Tufts and beyond. All students receive academic credit, and eligible students can receive work-study for their work in local communities. A new addition to the program since 2015 is a culminating capstone project that third-year Scholars develop to publicly showcase their learning and impact through the program.

## Other

A significant update (that doesn't quite fit into the categories listed but we want to highlight) is the creation of the Tufts University Prison Initiative of the Tisch College of Civic Life (TUPIT), which brings Tufts faculty and students together with incarcerated and formerly incarcerated people, educators, organizers, corrections staff, and scholars of criminal justice to facilitate creative and collaborative responses to the problems of mass incarceration and racial injustice.

In 2016, faculty Hilary Binda transformed her experiences working with youth and adults in prison into a college-in-prison program through the critical support of the Tisch College of Civic Life and the University Office of the Provost. In partnership with the Massachusetts Department of Correction, Binda established the degree behind bars program in conjunction with partner school Bunker Hill Community College, and recruited Tufts faculty to teach in the program. To date, 12 students have earned their associate's degree through this program and are now working towards earning Tufts bachelor's degrees in Civic Studies.

Over subsequent years, the Degree Program expanded organically to include the Tufts Education Re-entry Network (MyTERN), a year-long certificate program in Civic Studies that has enabled TUPIT to serve its students coming home from prison as well as a wider community of people directly impacted by the carceral system.

**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.**

An important shift since our last classification application has been to deeply embed and elevate civic engagement into the academic life of the university. Notably, Tufts has moved towards the goal of becoming the

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leading intellectual center in the discipline of civic studies, an emerging interdisciplinary field that focuses on critical reflection, ethical thinking, and action for social change, within and between societies. This vision has been realized in part via the innovative co-major in civic studies, launched in 2018 in partnership with the School of Arts & Sciences, the first such major in the country. The major includes a community-based internship. Interest in the Civic Studies program has been high among students, and has grown considerably in (less than) five years. The program currently has 56 students majoring, and 23 members of the class of 2023 are on track to graduate as Civic Studies co-majors (up from 16 in 2022). (See:<https://tischcollege.tufts.edu/civic-studies/civic-studies-major>)

Tufts has also launched, and continues to advance, the Tufts University Prison Initiative of the Tisch College of Civic Life (TUPIT), which brings Tufts faculty and students together with incarcerated and formerly incarcerated people, educators, organizers, corrections staff, and scholars of criminal justice to facilitate creative and collaborative responses to the problems of mass incarceration and racial injustice. Extending the vision of Tufts University and Tisch College, TUPIT is dedicated to providing transformative educational experiences that foster student, faculty, and community members' capacities to become active citizens of change in the world. Among other initiatives, TUPIT provides resources and courses to returning citizens as part of MyTERN, a 4-course Civic Studies certificate program for people directly impacted by the carceral system; and TUPIT joins students from the Tufts campus with those in prison to offer a unique learning environment in our Inside/Out program. This program has been transformational both to incarcerated and formerly incarcerated students, as well as to more traditional Tufts undergraduates who participate in the program. (See: <https://sites.tufts.edu/tupit/>)

Additionally, as mentioned previously (but worth repeating), there is a newly created role of Vice Provost for Education, filled by Dr. Cigdem Talgar, whose focus is centered on cross-campus collaboration, high impact learning practices, and experiential learning. Prior to arriving at Tufts, Dr. Talgar worked at Northeastern University, where she created innovation-focused centers and enhanced the experiential learning co-op program. In the few months she has been at Tufts, Dr. Talgar has convened meetings of faculty and staff from across the university to understand the current educational landscape and areas for growth, and we look forward to the ways that the creation of her role and her leadership will move community engaged learning forward at Tufts.

## SECTION 11: Co-Curricular Engagement

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**1. Describe how community engagement is integrated into institutional co-curricular practices by providing at least two but not more than four examples from the following categories. For each example, describe what has changed since the last classification (maximum word count 1000).**

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

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m. Campus Scholarship Program  
n. Athletics  
o. Greek Life

## Athletics

A significant change since the last classification has been the addition of a Civic Life Athletics Coordinator (starting in 2021), a position housed at the Tisch College of Civic Life in collaboration with the Tufts Athletics Department. The Civic Life Coordinator is responsible for supporting community events for each athletic team in addition to training teams on best practices in community engagement. The Coordinator has started a new "Civic Life Ambassadors" program, where an Ambassador from each team participates in training and coaching on community engagement and then brings these practices back to their teams. The Coordinator also connects student-athletes to other civic engagement opportunities happening on and off campus, such as summer fellowship opportunities in the community and opportunities to fund civic engagement projects. These community projects included doing clean-up days in the neighborhoods surrounding Tufts and at a local river, supporting a Be The Match drive, and having teams provide youth skills clinics for local schools. In a survey following the Fall 2022 semester asking all athletes at Tufts about their experience in civic engagement for the semester, one basketball player wrote, "It was heart warming to see these kids enjoy the clinic. It made me think back to when I was in their shoes. I still carry that "little kid" feeling of enjoyment when I play today."

## Social Entrepreneurship

At the Derby Entrepreneurship Center at Tufts, the goal is to develop an entrepreneurial mindset and skillset among Tufts students, alumni, and community members. In collaboration with Tisch College, the Derby Center has supported the Tisch Council for Philanthropic Leadership, a student run club with a faculty advisory that builds off of a course called Nonprofits, Philanthropy, and Impact. Students can participate in the course who have not done the club and vice versa, but learnings are shared across the two groups to exchange ideas on best practices in philanthropy. In addition, the Derby Center hosts innovator competitions focused on social impact for students to work on pitching ideas to mentors, and there are opportunities for seed funding for social impact projects.

## Community Service - on and off campus

The Leonard Carmichael Society (LCS) is the largest student-run community service organization at Tufts University, and it is housed under the Tisch College of Civic Life. LCS operates as an umbrella group for more than thirty service-oriented sub-groups that work in Tufts' neighboring communities of Medford, Somerville, and Boston. The organization is led by two student co-presidents, and the sub-groups within LCS are student-run as well. The goals of LCS are to challenge students to adapt a meaningful view of service and become civically engaged with the world around them; and most recently, to apply a critical service-learning lens to their efforts. Tisch College staff, in collaboration with staff members from the Office of Campus Life and the Community Relations Office, provide advising and support to the LCS student co-presidents and overall support for the organization. Sub-groups cover a wide range of opportunities for students and include some groups with regional or national chapters (such as Strong Women Strong Girls, Best Buddies, and Red Cross) and many are local to Tufts such as youth tutoring programs and ESL coaches in local housing developments.

## Student Leadership

The Institute for Global Leadership (IGL) provides transformative educational experiences for students and faculty in an inclusive and collaborative environment with a focus on intellectual thinking and experiential learning in a global context. The IGL has recently moved from the Provost's Office to become part of the Tisch College of Civic Life, and this change happened in 2022. IGL has a number of co-curricular elements that engage students in global communities. Some of these programs have regional or national chapters (such as Amnesty International and Engineers Without Borders) and some of these programs are local to Tufts (such as the Alliance Linking Leaders in Education and the Services, which focuses on civil-military relations, and the Middle

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East Research Group, which focuses on challenges impacting the middle east). These groups are student run and supported by a staff member from Tisch College.

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

Tufts has invested in GivePulse, a software platform designed to track civic and community engagement. All Tufts stakeholders have access to the platform (using SSO), which, at our campus, is called Tufts Civic Impact. Students, staff, and faculty can easily track community engagement hours. All of the core programs that are run through Tisch College track hours through this platform, and it is becoming more widely used across the university for this purpose as well. Community partners are also able to post events and volunteer opportunities for students to participate in across all campuses at the University.

During the pandemic when Tufts was remote for students, staff, and faculty, Tufts Civic Impact was widely used to post volunteer or donation needs and track virtual community engagement opportunities, and this was an excellent resource for the community. The publication Tufts Now documented the use of this platform in the May 28, 2020 edition, and the Dean of Tisch College at the time, Alan Solomont, was quoted as saying, “A crisis of this magnitude demands an unprecedented civic response, and Tisch College is proud to partner with President Monaco and colleagues across the university to provide a coordinated platform for volunteers to be safely connected to opportunities to help in our communities . . . Students, faculty, staff members, and now alumni and Tufts family members can all join our virtual volunteer groups and start making calls, coordinating supply donations, assisting with contact tracing, and responding to many needs. We thank the hundreds of volunteers who have signed up thus far, and we will continue this effort as long as it is needed.”

(<https://now.tufts.edu/2020/05/28/how-tufts-organized-hundreds-virtual-volunteers-amid-covid-19>)

Community partners continue to post opportunities for students to engage in that can be discovered through the platform now that events and volunteer opportunities have largely returned to in person activities.

## **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.**

The Tisch College of Civic Life has increasingly been shifting to a pathways model, where students can progress through increasingly more involved forms of civic engagement over time. To this end, Leadership for Social Change is an immersive, two-week high school summer program that is offered as a residential experience and as a virtual one. The students learn about their own identity and ways of engaging with each other, in addition to meeting with community partners and best practices of community engagement. They take classes from Tufts faculty that focus on different areas of creating social change.

When students arrive at Tufts, they can participate in the FOCUS pre-orientation program that brings students into community organizations each day to focus on an area of interest, such as hunger, homelessness, climate, education, LGBTQ+ issues, and so on. Students learn from—and form connections with—each other and community partners.

In their first semester at Tufts, students can participate in the Civic Semester program which is an immersive,

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semester-long experience held in the Sacred Valley of Peru or the Southwestern United States. Students take two courses over the summer, and they arrive at Tufts for a retreat with staff to prepare them for the program. When they arrive at their program site, students take two courses, work with local community partners, and do service work. They arrive back at Tufts to begin the second semester of their first year. This cohort model has been successful in supporting students and building community, while also preparing students for civic engagement throughout their Tufts careers.

Also beginning in their first semester, students can join a student-run Tisch College affiliate group, where they can focus on civic engagement initiatives on a variety of topics. Students enter as members, and as they move forward in the organizations, they can opt to take on leadership roles. Over the summers, students can apply for a Tisch Summer Fellowship which provides a living allowance for students to intern with a non-profit in Boston, New York, Washington DC, or Providence, RI. Throughout the summer, students meet with reflection groups to share best practices and attend workshops hosted by alumni.

The deepest dive for undergraduates across all majors is the Tisch Scholars program, which students apply for to begin in their sophomore year. This is a three-year intensive leadership program where students work eight hours per week in a non-profit while also taking a full year course on ways of creating social change. In their junior and senior years, students continue working with a non-profit and meet weekly for a reflection seminar. In their senior year, students complete a capstone project to showcase their learning.

At the Tufts University Medical School, all students must complete 50 hours of service in the community in addition to coursework focused on community engagement as part of the Community Service Learning program. Students can stay on in the organizations after these initial hours are complete to take on leadership roles in the organizations they are working with.

**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.**

Students have leadership roles in community engagement in a variety of ways that include decision making. A key element of this is the Tufts Community Union, which has three elements of a student governing body that include the TCU Senate, the TCU Judiciary, and the Committee on Student Life (CSL). There are 41 seats on the Senate, and students make decisions and work with Tufts Leadership to create policy. Recent projects include Swipe it Forward, an initiative that allows students to donate extra meal card swipes to students in need, and working with faculty to change Columbus Day to Indigenous Peoples Day. For the latter project, students collaborated with the organization United American Indians of New England (UAINE).

Tisch College newly (in 2022) created a Student Advisory Council, where eight undergraduate students work with staff to advise on student facing content at Tisch College including Student Programs, the Civic Studies Major, and guest speakers. This year the Council is collaborating with community partners to host a research symposium highlighting the research students have done with community partners and in civic engagement.

Launched by Tisch College in 2009, the Honos Civicus Society selects and publicly recognizes graduating students across all campuses who engaged in meaningful service and leadership activities or otherwise strengthened civic life on campus and beyond during their time at Tufts. Available to undergraduates and

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graduates at all Tufts schools, Honos Civicus provides an opportunity to celebrate and reflect on a Tufts education's foundational commitment to social impact and to join a network of engaged alumni who share and acted on that commitment. Honos Civicus inductees are honored during special ceremonies alongside their peers, get a certificate from the dean of their school and the dean of Tisch College, receive a pin to wear at Commencement, and are officially recognized during the ceremony.

Tufts also gives out the Presidential Award for Civic Life, which Tisch College supports, which recognizes undergraduate and graduate students from across Tufts University for outstanding achievement in community service and community leadership.

**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.**

A new program designed by Tisch College in collaboration with the Office for Diversity, Equity, and Inclusion, the Office of Campus Life, and the Education Department is the Civic Pathways course. This one-credit course is designed for incoming first-year students as a seminar to help them think about their own identity in addition to how they can engage in civic engagement in the Tufts community and surrounding communities. The curriculum was developed by Tisch College staff and faculty from the Education Department to focus on developing cultural humility, asset-based approaches to community engagement, and social-emotional learning. The course is co-taught by an older student and a staff member at Tufts, and sessions have ten students each in them so that they can focus on building meaningful connections with each other. This course began virtually during the start of the pandemic, and has now moved to in-person seminars. Student feedback has been very positive, and approximately 50 students participate each semester with a goal of growing the program.

A new program designed by students is called ACTION (Advancing Civic Thought in Our Nation) which is a student-run organization that aims to promote youth civic action and engagement in the greater Boston area. Members of ACTION are trained to facilitate workshops and small-scale projects that promote civic participation and help protect civil rights. Each semester, ACTION sends Tufts students to teach a unique Action Civics curriculum in after-school programs and middle/high school classrooms in Medford, Somerville, and Boston.

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

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**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

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the campus institutional review board (IRB) provides specific guidance for researchers regarding human subject protections for community engaged research  
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).**

Two areas from the list above that have not been highlighted in the previous questions are: encouraging and measuring student voter registration and campus food security programs (internal and external).

Encouraging and measuring student voter registration and voting

JumboVote is a nonpartisan, student-led organization at Tufts University dedicated to promoting civic engagement and voter turnout. JumboVote is affiliated with the Jonathan M. Tisch College of Civic Life and the Andrew Goodman Foundation. JumboVote's goal is to equip and empower students to participate in our shared democracy on Election Day and beyond. The organization's objectives are two-fold: to reduce barriers to participation through information, collaboration with our host communities, and outreach; and to increase interest in elections, in a non-partisan way, via issue forums, events and other outreach mechanisms. These are research-based practices. From 2014 to 2018, Tufts students more than doubled their midterm voter turnout rate, as measured by the National Study of Learning, Voting, and Engagement (NSLVE), which is housed at Tufts University. NSLVE offers colleges and universities an opportunity to learn their student registration and voting rates and, for interested campuses, a closer examination of their campus climate for political learning and engagement and correlations between specific student learning experiences and voting.

Campus food security programs (internal and external)

Access to healthy, nutritious food is a critical part of life, and the Tufts community values taking action to solve important issues and being supportive of each other's needs. When circumstances arise that interfere with access to food, our community has come together with innovative and empathetic responses. Here are some examples:

- The Tufts Food Rescue Collaborative is a partnership between Tufts Dining Services, students, staff, faculty, and the non-profit organization Food For Free, to minimize food waste at Tufts while at the same time addressing food insecurity in local host communities. The Collaborative acts locally on and off campus to fight hunger and redirect surplus food to people and organizations that will benefit.

- Jumbos Community Fridge and pantry is available to students experiencing food insecurity. It is centrally located and accessible 24/7, year-round.

- Meal Support during Academic Breaks. The dining centers close during Thanksgiving break and spring break, while the residence halls remain open. Students who rely on the dining centers for their daily food access, meet certain eligibility criteria, and are staying in the area during the break period are provided with supplemental funding to access food even though the dining centers are closed.

- Free Food e-List. One way to provide access to food is to ensure that food we already have is not wasted. To that end, when student organizations, departments, offices, or others have events and there are meals remaining at the end of the event, they can send an email to [freefoodattufts@elist.tufts.edu](mailto:freefoodattufts@elist.tufts.edu). Everyone who has signed up

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for the distribution list receives the invitation to come get the described food.

**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 Tufts last received this classification, there have been several profound shifts in our work, aligned to the university's mission and priorities.

Overall, Tufts has moved along the spectrum from “community service” to deep civic engagement—in other words, from distinct opportunities to serve to sustained commitments focused on co-creating with community and building robust and inclusive democracy. This is an intentional move, and it is put into practice from the highest levels of the university. It is responsive both to our students, who are calling for and leading more intentional opportunities with communities grounded in social justice, and to our partner organizations. As just one example, the most recent Presidential Symposium on Community Partnerships, hosted by President Tony Monaco and Tisch College Dean Dayna Cunningham on April 26, 2023, welcomed more than 100 community partners, along with students, faculty and staff and was set on the theme, “Inclusive Democracy in Practice: Co-Creating with Communities.” It featured short talks and discussions led by a faculty member, a student and a community partner.

Another important shift has been to deeply embed and elevate civic engagement into the academic life of the university. As has been described elsewhere, our research and scholarship in the area of democracy and civic life informs and is deeply informed by practice. The Center for Information & Research on Civic Learning and Engagement (CIRCLE) focuses on the political life of young people in the United States, especially those who are marginalized or disadvantaged. CIRCLE's scholarly research informs policy and practice for healthier youth development and a better democracy.

Notably, Tufts has moved towards the goal of becoming the leading intellectual center in the discipline of civic studies, an emerging interdisciplinary field that focuses on critical reflection, ethical thinking, and action for social change, within and between societies. This vision has been realized in part via the innovative co-major in civic studies, launched in 2018 in partnership with the School of Arts & Sciences, the first such major in the country. (See: <https://tuftsdaily.com/news/2018/05/20/tisch-college-expands-campus-role-new-civic-studies-major-changes/>.) The major includes a community-based internship. Interest in the Civic Studies program has been high among students, and has grown considerably in (less than) five years. The program currently has 56 students majoring, and 23 members of the class of 2023 are on track to graduate as Civic Studies co-majors (up from 16 in 2022).

Finally, as has been articulated elsewhere in this application document, in response to the COVID-19 pandemic and calls for racial justice, in July 2020, President Tony Monaco initiated a series of five university-wide work streams with the overarching goal of bringing Tufts closer to being an anti-racist institution. Each work stream included faculty, staff, and students from across the university. The findings have been published (“Tufts as an Anti-Racist Institution,” [https://president.tufts.edu/wp-content/uploads/EXECUTIVE-SUMMARY\\_FINAL.pdf](https://president.tufts.edu/wp-content/uploads/EXECUTIVE-SUMMARY_FINAL.pdf)) and the recommendations are now being implemented, including that “issues of equity and inclusion are addressed in our classrooms, laboratories, clinical training settings, and throughout our community.”



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## SECTION 14: Reflection and Additional Information

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

In reflecting on this thoughtful process, there are some next steps that have emerged for our collective work to elevate community-engaged teaching, research and partnerships at Tufts University. These include:

1. Opportunity to elevate civic and community engagement in university mission and vision statements. During the university's recent institutional self-study as part of the New England Commission of Higher Education (NECHE) accreditation process, Tufts appraised its own mission statement with an eye to the university's next chapter (and next strategic planning process). The self-study concluded, in part: "the Jonathan M. Tisch College of Civic Life, established in 2000 and renamed to its current form in 2016, truly established itself over the past decade as a national leader in civic education and engagement that sets the standard for higher education's role in advancing the greater good. The mission statement needs to acknowledge the major role that Tisch College plays in all aspects of the Tufts experience, beyond a passive mention of Tufts students as active citizens." In other words, Tufts is committed not only to deepening its institutional commitment to community and civic engagement, but also to continually reflecting on how that commitment is embedded in the university's mission, vision and operations. This Carnegie reclassification process provided another opportunity to elevate this opportunity and center it in the leadership's thinking as we welcome a new president and engage in the next phase of the university's strategic planning.

2. Reflecting on tenure and promotion. While there are certainly opportunities to improve and enhance our efforts, Tufts is currently a national leader in embedding civic learning and community engagement across our academic and co-curricular offerings for students. Further, we celebrate and recognize this student leadership via honors and awards at the highest levels, such as the Presidential Awards for Civic Life and induction into the Honos Civicus society. Through the Tisch College Community Research Center (TCRC), we support and prioritize community and participatory research, though perhaps not at a scale that meets demand and opportunity. With regard to faculty, if we want to truly incentivize and value community-engaged teaching and research, it is worth deeply considering how each tenure and promotion process—at each School—advances the ideals of civic engagement, and how those processes define community-engaged work and service when they are included. A review of tenure and promotion criteria university-wide is currently underway at the provost level.

3. Community engagement "definition" or values statement. As articulated elsewhere in this document, Tufts University does not have one, singular definition of "community engagement." Instead, the values of community and civic engagement are embedded across our Schools and programs and our courses, programs and research opportunities are tailored to those disciplines. As a next step, it is worth considering whether we would engage in a university-wide process to assess and lift up a set of values or definitions to characterize this work.

### **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.**

In preparation for completing this application, we regularly accessed the resources on the Carnegie Classifications/ACE website. Though we did not attend any webinars, we did watch some of the recordings. The very specific FAQs were helpful, and our team found the sample applications very helpful as well.

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We found these resources by searching for them - not because they were shared with us by Carnegie/ACE. We did not find the resource page in time to attend any webinars in real time. One suggestion would be to regularly email all collaborators listed in each applicant school's givepulse account to let them know about tips or upcoming trainings, rather than applicants having to find the info themselves.

**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.**

-- empty or did not respond --

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

-- empty or did not respond --

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

-- empty or did not respond --

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

-- empty or did not respond --

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

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

**Please respond to A, B, or C below:**

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

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**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**

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## Partner #1

Community Partner Name	Asian American Resource Workshop
Community Partner Contact	Carolyn Chou
Email	carolyn@aarw.org

## Partner #2

Community Partner Name	Asian Community Development Corporation
Community Partner Contact	Jeena Chang
Email	jeena.chang@asiancdc.org

## Partner #3

Email	jcottle@dunamisboston.org
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<b>Community Partner Name</b>	<b>Dunamis</b>
<b>Community Partner Contact</b>	<b>J. Cottle</b>

## Partner #4

<b>Email</b>	<b>mcassidy@medford.k12.ma.us</b>
<b>Community Partner Name</b>	<b>Medford Public Schools</b>
<b>Community Partner Contact</b>	<b>Marie Cassidy</b>

## Partner #5

<b>Email</b>	<b>mllibby@shcinc.org</b>
<b>Community Partner Name</b>	<b>Somerville Homeless Coalition</b>
<b>Community Partner Contact</b>	<b>Michael Libby</b>

## Partner #6

<b>Email</b>	<b>neigbrett@caasomerville.org</b>
<b>Community Partner Name</b>	<b>Community Action Agency of Somerville</b>
<b>Community Partner Contact</b>	<b>Nicole Eigbrett</b>

## Partner #7

<b>Community Partner Name</b>	<b>Communities Responding to Extreme Weather</b>
<b>Email</b>	<b>vernon@climatecrew.org</b>
<b>Community Partner Contact</b>	<b>Vernon Walker</b>

## Partner #8

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<b>Community Partner Contact</b>	<b>Alex Pirie</b>
<b>Email</b>	<b>apirie@somervillecdc.org</b>
<b>Community Partner Name</b>	<b>Immigrant Services Providers Group</b>

## Partner #9

<b>Email</b>	<b>ahunt@medford-ma.gov</b>
<b>Community Partner Name</b>	<b>City of Medford</b>
<b>Community Partner Contact</b>	<b>Alicia Hunt</b>

## Partner #10

<b>Community Partner Contact</b>	<b>Alexandra Oliver-Davila</b>
<b>Email</b>	<b>alexodavila@gmail.com</b>
<b>Community Partner Name</b>	<b>Sociedad Latina</b>

## Partner #11

<b>Community Partner Name</b>	<b>Boston Chinatown Neighborhood Center</b>
<b>Email</b>	<b>yoyo.yau@bcnc.net</b>
<b>Community Partner Contact</b>	<b>Yoyo Yau</b>

## Partner #12

<b>Community Partner Name</b>	<b>Greater Boston Legal Services</b>
<b>Community Partner Contact</b>	<b>YuSin Mok</b>
<b>Email</b>	<b>YMok@gbls.org</b>

## Partner #13

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<b>Community Partner Name</b>	<b>Haley House</b>
<b>Community Partner Contact</b>	<b>Jay Vilar</b>
<b>Email</b>	<b>jvilar@haleyhouse.org</b>

## Partner #14

<b>Community Partner Name</b>	<b>Dudley Square Neighborhood Initiative (DSNI)</b>
<b>Community Partner Contact</b>	<b>René Mardones</b>
<b>Email</b>	<b>rmardones@dsni.org</b>

## Partner #15

<b>Community Partner Name</b>	<b>City of Somerville, Office of Food Access and Healthy Communities</b>
<b>Community Partner Contact</b>	<b>Lisa Robinson</b>
<b>Email</b>	<b>lrobinson@somervillema.gov</b>