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

Submitted by University of Central Florida on 9/19/2022. Last modified on 5/16/2023.

Application Deadline

May 1st, 2023 at 11:59 PM CST

Data Provided

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

Use of Data

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

Community Engagement Definition

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

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

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

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

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

Primary Applicant's Contact Information

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

First Name

Thomas

Last Name

Bryer

Email

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Phone Number

4078230410

Title

Professor and Director, Downtown Community Engaged Scholarship

Institution

University of Central Florida

Mailing Address 1

4000 Central Florida Blvd

Mailing Address 2

 -- empty or did not respond --

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City

Orlando

State

FL

Zip Code

32816

Full Name of Institution's President/Chancellor

Alexander Cartwright

President/Chancellor's Email Address

alexander.cartwright@ucf.edu

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

53350

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

6645

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

6362

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

1624

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.

Prior to the self-study for this application, UCF did not have a single definition of community engagement. Various definitions have been applied and appear on websites at the university, each unique to the goals, objectives, and constituent partners of each unit. For example, UCF Downtown provides the following statement: "Outreach and social impact (OSI) scholarship applies academic expertise to the direct benefit of external audiences in support of School, College, and University missions. This includes authoring articles, book chapters, reports or other publications reflecting one's OSI experience, and the development of curricula informed by OSI activities. Above all, it entails partnership with community organizations across sectors and residents to create moments for positive change and social impact and develop sustainable solutions to some of the most pressing problems faced in our communities." See https://www.ucf.edu/research/social-impact/

Throughout the self-study process, task force leaders have engaged multiple campus and community stakeholders in discussion about the importance of and values surrounding the university's community engaged efforts. The result is a university-wide definition:

UCF is a public research university that unleashes the potential within every individual, organization, and community by investing in innovative and mutually beneficial partnerships for the public good. By leveraging the diversity found in our campus, local, and global communities, and with a commitment to inclusion, we aim to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; propel broad-based prosperity, and develop sustainable solutions to critical societal issues.

Before posting this definition online, university leaders will continue to test and refine it with a diverse array of stakeholders.

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.

UCF is a public research university founded in 1963. UCF and its 13 colleges offer over 230 programs at the university's main campus, and at the downtown, hospitality, health sciences, multiple regional, and online campuses. According to U.S. News & World Report, UCF ranks among the nation's 20 most innovative universities. UCF is also ranked as a best-value university by Kiplinger, as well as one of the nation's most affordable colleges by Forbes. UCF has regional accreditation and is affiliated with the Hispanic Association of Colleges and Universities.

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More than 70,000 students come from 50 states and 150 countries. Students of color make up 49% of enrollment, and incoming freshman have an average 1325 SAT and 4.25 GPA and it leads all universities in Florida by conferring more than 18,000 degrees each year. UCF annually graduates one of the highest number of students of color in the nation. 20% of students are the first in their family to attend college, and 42% graduate debt-free.

UCF offers hundreds of social clubs and organizations, plus an array of academic resources to help students succeed in school and as alumni.

More than 12,000 students live on UCF's main campus, which spans 1,415 acres, including 800 acres of natural ecosystems. The campus includes the 45,000-seat FBC Mortgage Stadium, as well as the 10,000-seat Addition Financial Arena.

UCF Downtown is a 15-acre campus located in Orlando's Creative Village and created in partnership with Valencia College. The residential campus brings more than 7,000 students to live, learn and work. The campus features an array of learning spaces, including a community room and a moot court. The campus' proximity to Orlando's Central Business District places students within walking distance of job and internship opportunities and makes it easy for faculty to invite community partners to campus.

Located just minutes from some of the world's top-rated attractions, resorts, restaurants, and convention spaces, the campus of the UCF Rosen College of Hospitality Management provides students with an unrivaled opportunity to learn and work in the industry's leading market.

The UCF Health Sciences Campus at Lake Nona is a 50-acre state-of-the-art complex for medical education, health sciences education, and biomedical research located about 25 miles south of the main campus.

UCF Connect Centers offer students an opportunity to connect with a success coach who guides students through the admissions, enrollment, and program information services for a successful transition to UCF. Students may be able to complete courses towards their degree at select locations conveniently throughout Central Florida.

Source: https://courses.flvc.org/College/Central-Florida and https://www.ucf.edu/about-ucf/
Source: UCF Downtown | Resources For Students, UCF Employees
Source: UCF Downtown Campus & Classroom Information
Source: About Rosen College - Rosen College of Hospitality Management (ucf.edu)
Source: Our Locations – College of Medicine (ucf.edu)
Source: Academic Health Sciences Campus – College of Medicine (ucf.edu)
Source: https://connect.ucf.edu/

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

Central Florida and the Orlando downtown are areas defined by diversity, innovation, and business innovation and entrepreneurship. They are areas also defined by ongoing issues associated with poverty, racial divisions, inadequate affordable and workforce housing, and rapid growth. UCF stands at the center of these points, as a partner to governments, civil society, and industry, helping to shepherd innovation and progress while

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welcoming students from underserved and marginalized communities at record levels. Demographics of the region are reported below, and specific communities of focus, both geographic and interest-based, are identified for different units of the university. As a decentralized campus, UCF works across boundaries to engage and strengthen communities.

The tri-county area of Central Florida (Orange, Osceola, Seminole counties) has a combined population of approximately 2.3 million, including about 310,000 in the city of Orlando. Across the counties, approximately 5.5% of the population are under the age of 5 (7% in Orlando); roughly half of the population is female across the region. The racial composition of each county varies, ranging from 13% black in Seminole County or 23% in Orange County and Orlando. Approximately 23% of residents are Hispanic or Latino in Seminole County, up to 56% is Osceola County. More than 87% of residents in the region have a high school diploma, and completion of a Bachelor's degree ranges from 24% in Osceola County to 42% in Seminole County. The percent of persons in poverty range from 9.4% in Seminole County (median household income: $73,002) to 16% in Orlando (median household income: $58,968).

Below are two examples of how individual units define the communities they serve:

The Department of Criminal Justice works across community groups including area residents as well as individuals with lived mental health, victimization, and/or justice system experiences. Most often, the department engages with communities of frontline professionals and organizational leaders from public serving institutions. Historically, these communities face multiple challenges including underfunded programming, low capacity to implement best practices, inequitable justice-system decisions, and negative public perceptions about the justice system. Many faculty work collaboratively with these community partners to address these critical issues using external funds to improve how individuals in the community interact with and perceive these community organizations.

The UCF Downtown and Valencia College Downtown campus lies in the heart of the historical neighborhood of Parramore in Orlando. Parramore was developed as a segregated community for African Americans in the 1880s. Parramore was developed as an area to house Blacks who were employed in the houses and business of white Orlando. Since the 1880s the Parramore community has seen several transitions through segregation, integration, and varying levels of business and resident involvement. Currently, Parramore has a lower rate of employment, resident ownership and lower median income as compared to other areas of Orlando. It is, therefore, a priority of the downtown campus to ensure that the resources brought to the area by the campus's presence are readily and easily accessible to the residents and stakeholders of the Parramore area.

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

The University of Central Florida is a large, decentralized institution, and that has shaped the structure of the university's community engagement. The decentralized nature of the university is also reflected at the college and disciplinary level, where dialogue and collaboration about community engagement is expected. UCF encourages public service that addresses the economic, cultural, intellectual and societal needs of its community.

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These commitments grew from UCF's founding mission to serve its community, state and nation. With the space program at nearby Cape Canaveral in its infancy, UCF was established in part due to demand from community and business leaders for a new university able to educate future students in engineering and other technological professions needed for the growth of space exploration. Founded in 1963 as Florida Technological University, UCF has embraced space science for more than 50 years. Today, nearly 30 percent of the employees at Kennedy Space Center are UCF alumni. At the same time, UCF's founders recognized the need for community engagement beyond the space industry. In the university's infancy, community leaders also saw the need for talented teachers and businesspeople, so liberal arts, education and business studies were added to the curriculum.

Throughout the university's history, our Central Florida region, state and beyond have looked to UCF to help solve problems, advance our economy, enable social mobility and improve lives through the power of education. Frequently called America's Partnership University, UCF has met that call through private-sector partnerships with large companies including Lockheed Martin, L3Harris, Siemens, Mitsubishi Power and many others.

At the same time, the university has bettered its community through education outside the borders of its campus. The UCF Center for Community Schools in the College of Community Innovation and Education is helping dozens of K-12 schools in need deliver expanded services to students through technical assistance, university-assisted partnerships, training and development, and assessment and evaluation. On the other end of the spectrum, more than 750 senior citizens are members of the Learning Institute For Elders at UCF (Life at UCF), a group of lifelong learners who visit campus weekly to hear stimulating presentations from faculty and community experts on a range of issues. UCF students are encouraged to engage in community service through Volunteer UCF, a university agency that connects students with more than 200 community organizations.

Looking to the future, of the five aspirational goals in UCF's strategic plan, two reflect public service and community engagement: To be 1) The No. 1 provider of diverse talent and the preferred partner of choice with collaborations that accelerate economic development, enable research and creative works, attract national and international students, faculty, and staff to Florida, and integrate community, industry, government, and academia in productive ways; and 2) A campus without borders with a focus on student achievement, commitment to the development of an educated citizenry, attention to the talent needs in our region and state, and integration of high-impact practices that prepare students for the workforce of the future.

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.

UCF's community engagement efforts have been impacted by local, national, and global events, and they have sought to proactively and reactively respond to those events to strengthen existing and develop new community partnerships to meet ever-changing needs.

Central Florida has been hit by multiple hurricanes, and the region has served as a relocation center for dislocated individuals. Specifically, Hurricane Maria devastated Puerto Rico, leading thousands of displaced persons to enter and remain in the region. The Center for Public and Nonprofit Management (CPNM) in the School of Public Administration demonstrated its agility as a partner to the Heart of Florida United Way to document, assess and recommend how to strengthen the collective capacity of government, nonprofit, and business organizations to meet the needs of the displaced population. Born from the emerging needs was the Puerto Rico Research Hub, built to identify solutions to challenges affecting the community. This hub remains active as a partner and resource with the Puerto Rican community.

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The COVID-19 pandemic also required university initiatives and offices to pivot and meet the emerging needs of the community and community-based organizations. Again, the CPNM took initiative to convene weekly Zoom calls with the region's nonprofit community, helping forge relationships, partnerships, and, above all, a sense of togetherness as organizations grappled with the quickly changing environment. Limbitless, shifted its production of bionic arms to support those in need of artificial limbs to produce face shields and other personal protective equipment. The university also served, across different campuses, as a COVID testing site and a vaccination site.

A major cultural event for the community was adapted due to the pandemic as well. UCF Celebrates the Arts is an annual showcase of student and faculty performances in the professional theatre located in downtown Orlando. After canceling the event in the first full year of the pandemic, it returned the following with an all-outdoor-event schedule, which attracted the community and allowed students the opportunity to continue their performance training.

https://www.clickorlando.com/news/local/2020/03/31/local-company-shifts-from-bionic-arms-to-face-shield-production-to-help-hospitals/
https://www.ucf.edu/pegasus/essential-equipment/
https://www.ucf.edu/news/covid-19-testing-site-to-open-at-ucf-monday-in-partnership-with-aventus-biolabs/
https://www.ucf.edu/news/drive-through-testing-starts-wednesday-in-lake-nona/).

(https://www.ucf.edu/pegasus/the-show-goes-on/).

Regarding democracy, the Lou Frey Institute of Politics and Government provides civic education programs to encourage thoughtful debate and discussion about current policy issues (https://loufreyinstitute.org/). Their Civics in real time monthly podcast has include topics such as understanding the primary election, Juneteenth, and Labor Day among others (https://loufreyinstitute.org/our-products/civics-in-real-time-podcast/).

The Lou Frey Institute partners with the Bob Graham Center for Public Service at the University of Florida as the Florida Joint Center for Citizenship (https://floridacitizen.org/). Programming and resources include "Civics in Real Life", lesson plans for high school students to discuss the US founding principles, and a digital election platform in partnership with Kids Vote USA.

RACIAL JUSTICE:
In 2022, UCF opened the Ginsburg Center for Inclusion and Community Engagement thanks to a generous gift from the Ginsburg Family Foundation. The Ginsburg Center will drive transformational change and develop compassionate leaders and responsible global citizens. The Ginsburg Center aims to promote critical thinking; innovation in teaching and learning; and an awareness and appreciation of varied viewpoints and lived experiences.

SECTION 3: Quality of Community Engagement Relationships

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

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

UCF is a public research university invested in unleashing the potential within every individual; enriching the human experience through inclusion, discovery, and innovation; and propelling broad-based prosperity for the many communities we serve. However, due to its size and diversity, UCF maintains multiple systematic campus-wide tracking and documentation mechanisms to record and/or track engagement with the community. Data are collected, tracked, and shared by individual offices to track such engagement. This fragmented approach provides information on a wide variety of engagement opportunities. Individual offices share with partners the effectiveness of actions and strategies employed typically in the form of annual reports.

Listed below are samples of such actions and strategies taken jointly by entities at UCF and community partners to serve the community, as they pertain to their overall effectiveness, the provision of voice to community partners, and use of data for improvement of relationships.

One example provides a holistic perspective on all three elements: UCF Downtown. The UCF Downtown campus was opened in August 2019, designed to be place for partnership between the university and the surrounding community, including residents, neighborhood associations, governments, nonprofit organizations, and others.

UCF Downtown produces an annual report to share internally and externally that shares successes and provides specific examples of engagement. In addition, the campus director of downtown community engagement provides monthly updates at Parramore Community Engagement Council meetings, and campus leadership provides updates to City and Creative Village partners at monthly Innovation District meetings. UCF Downtown has also engaged a senior-level professor to serve in the role of director of downtown community engaged scholarship, who routinely meets with faculty and stakeholders in the community.

The Parramore Community Engagement Council (PCEC), associated with UCF Downtown, has the majority membership of local community residents and business leaders. The campus director of community engagement serves as the Executive Director of the PCEC and creates priority annual goals based on the direction of the council and the council leadership.

The PCEC has annual goals that are revised and fine-tuned semi-annually and often relies on sub-committee work to be successful. These subcommittees have faculty and staff experts who work to ensure that the community voice drives outcomes.

The PCEC was created since the last Carnegie engagement classification was earned by UCF. Since then, UCF Downtown, driven by priorities of the PCEC, has provided COVID vaccination events, blood donations, food drives, food distribution, clothing drives, toy drives, smoke detector installations, and more. There is also a newly created internal impact assessment grant for community-engaged scholars at UCF Downtown to revisit their efforts from at least 6 months prior to assess longer-term impact in partnering communities.

https://www.ucf.edu/downtown/files/2021/11/UCF-DT-2020-2021-Annual-Report_FINAL.pdf
https://www.ucf.edu/research/social-impact/

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Another example is the UCF Center for Community Schools, which serves as a comprehensive resource by providing technical assistance, university-assisted partnership, training and development, and assessment and evaluation for the development of high-quality community schools. The Community Partnership School model is a community school model in which four core community partners – a school district, university or college, nonprofit, and healthcare provider – commit to a long-term partnership (25 years or more) to establish, develop, and sustain the Community Partnership School (source: https://ccie.ucf.edu/wp-content/uploads/sites/12/2019/09/CommunityPartnershipSchools-OnePager.pdf).

In 2020-21, 26 Community Partnership Schools reported in a public-facing website (source: https://ccie.ucf.edu/wp-content/uploads/sites/12/2020/08/2020-21-StatewideImpact.pdf) that they provided: a) expanded learning opportunities (6,758 students received tutoring and academic support totaling 99,609 hours, 6,150 students were part of enrichment programs totaling 110,849 hours); b) wellness support (2,764 students received dental care, 1,441 students received behavioral healthcare, 1,952 students received vision care); and c) volunteering (23,304 hours of volunteering). Through data transparency, the university with its partners seeks to boost outcomes and strengthen the partnership that is the backbone of community school success.

Similar in its commitment to data transparency as a tool for partnership success is the Florida Prison Education Program (FPEP), founded in 2017. This is an initiative of the College of Arts and Humanities. FPEP is part of the Florida Coalition for Higher Education in Prison, a statewide network of programs that provides high quality educational opportunities to incarcerated and formerly incarcerated people. FPEP seeks to offer a high-quality undergraduate education to people who are incarcerated in Central Florida. In a public-facing website (https://cah.ucf.edu/fpep/impact/) FPEP clearly states the number of classes it offered, number of incarcerated students across different facilities it served, number of books it donated to libraries in Florida prisons, and other information.

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.

In midst of challenging environments (COVID, racial unrest, shifting political winds, et cetera), we have understood more the importance of sustainable and trusted partnerships that are resilient and that can withstand external pressures that threaten their existence and function. Thus, as evidenced through the Parramore Community Engagement Council, the Center for Community Schools, and UCF Downtown, among other examples, we are working to proactively identify measures of mutuality and reciprocity that can be systematically applied across the board and to assess the quality of community engagement partnerships in an ongoing manner. We learn through our decentralized structure and centralize those practices that make sense across multiple units.

Since our last classification, as an institution, we have given space and flexibility to new initiatives, programs, and offices to develop and design their own metrics. This is driven not only by our decentralized structure but by the recognition that community-engaged partnerships are highly context specific. A universal measure of quality is not possible nor necessarily desirable.

That said, we have understood over these years of experimentation and partnership development that there are core elements of sustainable partnerships that are critical to their success. This recognition has been reinforced by experts in partnership and cross-sector collaboration, such as Thomas Bryer, Qian Hu, and Naim Kapucu from

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the School of Public Administration (see references below for samples of their scholarship), and these experts have consulted internally with diverse programs for assessing community engagement. For example, Bryer's assistance was requested by the School of Performing Arts to design and implement an evaluation of the community impact of UCF Celebrates the Arts, which is an opportunity for student and faculty performers and artists at UCF to bring their craft to a professional venue in the city of Orlando.

Specific elements of a successful partnership include: (1) being clear across partners what the goal or problem is that is being addressed, (2) operating in an inclusive manner to allow new partners to join and strengthen the collaboration, (3) utilize the unique skills and resources of each partner, (4) design a decision and communication process that provides equal power across partners, and (5) recognize and reward partners privately and publicly for achievements in, for, and with the community.

As a whole, the university can continue to allow individual units, programs, and initiatives to pursue innovation in practice and measurement, and through positions like the recently created director of downtown community-engaged scholarship at UCF Downtown, can disseminate good practices so replication becomes possible with more efficiency when appropriate.

Resources of expert faculty:
Bryer, Thomas A., Cristian Pliscoff, and Ashley Wilt Connors. 2020. Promoting Civic Health through University-Community Partnerships: Global Contexts and Experiences. London: Palgrave Macmillan.

Kapucu, Naim & Hu, Qian. 2020. Network governance: Concepts, theories, and applications. Routledge.

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).

As described in section 2, the communities of Central Florida and the stakeholders with whom we partner as a university, are diverse. UCF is a designated Hispanic Serving Institution, and the neighborhoods that surround UCF campuses are diverse across demographic categories. Understanding this context, partnerships developed for research, teaching, and service activities are inclusive of organizations and associations that serve this diversity. We do not disaggregate partner demographic data, but our faculty and staff form partnerships that enable all to enhance outcomes for the array of interests within and across communities we serve.

Additionally, the university is part of consortia that allow officials to develop and share appropriate practices that enable stronger partnerships in service to the communities we serve. For example, in 2022, UCF became a part of the Alliance of Hispanic Serving Research Universities. The alliance is a voluntary association of universities that are both Hispanic Serving Institutions as defined by Title V of the Higher Education Act and in the top 5% of research universities in the United States as determined by the Carnegie Classification of Institutions of Higher Education. Alliance members have committed to doubling the number of Hispanic doctoral students enrolled at their universities by 2030 and increasing by 20% the Hispanic professoriate across the universities by the same year. See https://www.ucf.edu/news/ucf-joins-national-alliance-to-expand-hispanic-representation-in-higher-ed/

UCF is also a member of the Community Consortium for Racial Equity in STEM. As part of this community-level consortium in Central Florida, UCF is a core partner in the STEM Pathway, focusing on preparation of students

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for higher education or careers in STEM fields.

Last, UCF is a member of the Computing Alliance of Hispanic-Serving Institutions (CASHI). CASHI is a consortium of administrators, faculty, and students from higher education working with non-profits, industry, and government organizations. CASHI members focus on growing a geographically dispersed network of partners to achieve lasting results for Hispanic students, and the work of the alliance is underpinned by the belief that inclusiveness must accompany diversity. For more, see UCF Joins New National Consortium, Computing Alliance to Support Latino Students | University of Central Florida News.

In summary, we do not disaggregate our partnership data, but we do utilize data about the populations we serve through our partnerships. We forge relationships and join alliances and consortia to ensure we are fully leveraging all available resources to achieve a high return on engagement for the diverse communities we serve.

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 Parramore Community Engagement Council (PCEC) was created in 2016 to build trust-based relationships with stakeholders in the area where the new UCF Downtown campus would be built. Through the PCEC, community stakeholders were engaged in discussions about the design of the campus and how it can best serve the Parramore area through partnerships. Members of the PCEC were included in site visits to the Arizona State University downtown Phoenix campus, which served as a model for the UCF Downtown campus.

The council has 23 volunteer voting members, including Ross Wolf, associate provost for UCF Downtown. Other members come from business and non-profit organizations, the faith-based community, Parramore residents. Non-voting members from UCF serve on one of five substantive committees identified by the community is most critical for improving quality of life in Parramore: employment and jobs, health and wellness, education, safety, and housing. Each committee identifies strategies for making a positive impact in their area of concern, and, with UCF's convening power, finding the best government, nongovernment, business, and university partners to resource and implement the strategies.

Examples of goals identified and initiatives launched by the council include: (1) improve lighting in various parts of Parramore by presenting the results to City of Orlando, (2) organizing a mental health fair with community resources, (3) running a smoke detector drive in partnership with the Orlando Fire Department to install detectors in older homes, and (4) creating a walking school bus program to provide area school kids safe walking routes with dedicated volunteers from their homes to their school.

Monthly meetings of the PCEC are open to the public to hear updates on council activities, and participation on committees is open for the public as well. The PCEC releases an annual report for the community.

For more information, see:
https://www.youtube.com/watch?v=AgY2oG6c2hs
http://www.nicholsonstudentmedia.com/centric/ucf-and-valencia-downtown-council-provide-opportunities-for-parramore-citizens-during-covid-19/article_817e4c42-339c-11eb-89ff-c770517cdf67.html

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

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The aim of any community-engaged effort is to ensure not only reciprocity in relationships but, if anything, to weight benefit in favor of those who are supporting university efforts as research participants, sources of information for students, partners in service-learning, or providers of space and training for volunteers. The relationship must not be exploitative, which it is easy to be despite intentions, given the significantly higher cost of giving time to university efforts for community partners in marginalized communities compared to those who are engaging with community as part of their job function as researchers, teachers, or administrators. Thus, some kind of meaningful compensation must be provided to community partners or to the communities they serve or represent.

As a decentralized institution, there are no university-wide compensation mechanisms or funding pools to compensate those who give of their time and resources to support university research, teaching, and volunteer efforts. We can point to examples within the decentralized structure of how compensation is provided.

In research efforts, the most common mechanisms for compensation include gift cards for participation, meals during meetings or focus groups, gas cards, or transit passes. At the very least, research participants are not left worse off financially due to their involvement in the research process. Not all grant-funded research projects provide these kinds of compensation but doing so is encouraged by offices around the university, such as through UCF Downtown and the director of downtown community-engaged scholarship. There is no specific university foundation pot available at this time.

Another kind of compensation can be to the whole community. For example, researchers at UCF are currently implementing a multidisciplinary National Science Foundation grant. The team developed a low-cost, solar-powered air quality monitor and has deployed nearly 100 sensors in neighborhoods around Orlando, with a particular focus on low-income neighborhoods. The research team set aside $10,000 for the community to determine how to invest for the mitigation of poor air quality in target neighborhoods, the education of residents about air quality, and/or advocacy with elected officials for policy changes that can improve air quality. The research team will facilitate the process but decisions on investment will be made by the community.

A final example is from UCF Downtown. The campus was built in the historic black neighborhood of Parramore. Campus leaders designed and built a community room (named the Parramore Room) in collaboration with neighborhood leaders. The room contains symbols and artifacts from the neighborhood's past and is open for use by the public. It is free for use by organizations and associations from the neighborhood. Though this is not tied to any specific activity, it is an ongoing benefit to the community.

Overall, given the unique rules and restrictions by funders on how funds can be spent, compensating community partners requires flexibility and adaptability. Across projects and community-engaged scholars, there is a uniform desire to compensate partners for their contributions. University leaders at UCF Downtown and elsewhere work with scholars to navigate processes to allow for appropriate compensation.

SECTION 4: Academic Community-Campus Partnerships

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

Partner #1

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Project/Collaboration Title	UCF Smart and Trustworthy Air Quality Sensor Network
Length of Partnership	2 years
Number of faculty involved	3
Purpose of the Community-Campus Partnership	Identify locations to install air quality sensors and to assist is education and training of city residents
Number of staff involved	
Number of students involved annually	3
Campus Partner (person, program, department, center, etc.)	Haofei Yu, Kelly Stevens, Thomas Bryer
Grant funding, if relevant	National Science Foundation
Impact on the campus	Federal grant funding with specific community engaged component
Community Partner Contact	Michael Hess
Impact on the community	Increased awareness of air quality; citizen empowerment through democratization of data
Provide one example as to how reciprocity is enacted through the partnership	UCF provides data to the city; city endorses and makes available property for installation of air quality monitors
Community Partner Name	City of Orlando
Titles of Courses Linked to Partnership	

Partner #2

Impact on the campus	Enhanced knowledge of collaborative practices necessary to lift up kids and neighborhoods
Grant funding, if relevant	State of Florida funded
Impact on the community	Establishment and sustainability of community partnership schools in marginalized communities throughout Florida
Number of students involved annually	multiple, on a project basis
Number of staff involved	9

Provide one example as to how reciprocity is enacted through the partnership	UCF provides expertise and administrative capacity; CHS provides a network of schools. Both benefit towards a shared mission of providing more opportunity through education to marginalized communities.
Number of faculty involved	Multiple, on a project basis
Titles of Courses Linked to Partnership	none
Length of Partnership	10 years
Project/Collaboration Title	Community Partnership Schools
Community Partner Contact	Andry Sweet
Purpose of the Community-Campus Partnership	Facilitate disbursement of state funding for community schools; provide training and certification of schools
Campus Partner (person, program, department, center, etc.)	UCF Center for Community Schools
Community Partner Name	Children's Home Society of Florida

Partner #3

Campus Partner (person, program, department, center, etc.)	Timothy Hawthorne, Citizen Science GIS, Department of Sociology
Grant funding, if relevant	National Science Foundation; National Geographic Society
Community Partner Contact	Rita Vivaldo
Impact on the campus	Enhanced awareness of citizen science as a means to empower community stakeholders
Number of students involved annually	14
Community Partner Name	Brevard Public Schools
Impact on the community	Introduction for youth throughout Florida to STEAM education in an innovative space
Number of staff involved	

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Provide one example as to how reciprocity is enacted through the partnership	The school district hosts GeoBus, and university faculty and students provide interactive education to students in the mobile classroom
Number of faculty involved	1
Project/Collaboration Title	GeoBus
Titles of Courses Linked to Partnership	none
Length of Partnership	1 year
Purpose of the Community-Campus Partnership	To facilitate visits of the GeoBus to school district schools, currently in agreement to host 17 school events

Partner #4

Purpose of the Community-Campus Partnership	The Florida Prison Education Project partners with the Florida Department of Corrections to provide educational opportunities to incarcerated people in Florida, research the societal benefits of prison education, and integrate the study of justice into the University of Central Florida curriculum.
Impact on the community	Expanded educational opportunities for incarcerated and formerly incarcerated individuals, improving future life success
Provide one example as to how reciprocity is enacted through the partnership	UCF/FPEP offers five-six classes each semester at three different prisons in Central Florida (Central Florida Reception Center, Polk CI, and Lake CI). The FDC advertises classes, and provides classrooms and students; UCF/FPEP provides faculty, course materials, and Continuing Education Certificates to successful students
Project/Collaboration Title	Florida Prison Education Project
Community Partner Name	Florida Department of Corrections
Impact on the campus	Inclusion of multiple faculty and disciplines in educational processes, providing an opportunity for measurable impact through teaching.
Titles of Courses Linked to Partnership	AML 1000 Introduction to Poetry ART 1000 Fundamentals of Art ART 1001 Elements and Principles of Two-Dimensional Design ART 2000 Advancing Art ARH 2500 History of Nonwestern Art CRW 2000 Creative Writing Form and Theory ENC 1101 English Composition 1 ENC 1102 English Composition 2 ENC 3250 Professional Writing REL 2300 Introduction to Religion in America THE 2000 Theatre Survey THE 3311 Theatre History POS 1000 U.S. Founding Documents POS 2041 American National Government 2 PHY 2053 College Physics LIT 3192 Caribbean Literature
Grant funding, if relevant	FPEP has received over $200,000 in grant funding from the National Endowment for the Arts, the Laughing Gull Foundation, and the Florida Humanities Council
Community Partner Contact	Ray Childs
Length of Partnership	six years

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Number of students involved annually	UCF non-incarcerated students 10-25; incarcerated students 100-250
Number of staff involved	3
Campus Partner (person, program, department, center, etc.)	Keri Watson
Number of faculty involved	more than 50

Partner #5

Titles of Courses Linked to Partnership	none at the moment
Grant funding, if relevant	None
Purpose of the Community-Campus Partnership	Facilitate community-wide conversations and planning to make progress on the sustainable development goals in Central Florida
Length of Partnership	3 years (relationship is longer than this specific partnership)
Campus Partner (person, program, department, center, etc.)	Thomas Bryer
Provide one example as to how reciprocity is enacted through the partnership	UCF provides a venue and convening space, plus faculty and staff expertise across the SDGs; Central Florida Foundation provides credibility and access to the donor community to implement plans developed during the conversations
Number of faculty involved	3
Project/Collaboration Title	Partnership for the Goals: Creating a Resilient and Thriving Community
Impact on the community	Collective impact model to pursue progress across each of the sustainable development goals
Number of staff involved	2
Community Partner Contact	Sandi Vidal
Impact on the campus	Opportunities for faculty, staff, and students to engage with community partners in clearly defined areas of concern, according to the SDGs
Number of students involved annually	5

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Community Partner Name	Central Florida Foundation

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.

Four words can be used to describe the quality and quantity UCF's partnerships: innovative, sustainable, replicable, and responsive. Individually and collectively, they unleash the potential for students, faculty, staff, community partners, and whole communities. The partnerships we identify here, and describe in section 9, questions 11 and 12, reflect the diversity of faculty, disciplinary interest, substantive concern, and duration. Some are long-standing partnerships; others are formed in recent years or are new efforts built with old community friends.

In the previous application, we described UCF's partnerships as sustainable, responsive, and scalable. We continue to assert that our efforts are sustainable and responsive. In some instances, they remain scalable, but we observe since the last application, that engagement leaders are not only producing scalable test-of-concept projects but are achieving deep impact through their efforts. For this reason, we use the word replicable instead of scalable to describe the quality of current initiatives. We observe further that they are innovative in their interdisciplinary and cross-sector design and implementation.

Innovative: Addressing complex challenges in our communities requires not just partnerships but breaking through bureaucratic, financial, technological, and sometimes political barriers. Our partnerships have shown over the past decades, since the university's founding, that both the university and our friends in community organizations, are adept at adapting and creatively leveraging scarce resources to do more than what any one organization or individual can do alone. The partnerships listed in the previous question all qualify for the label of innovation.

Sustainable: UCF has done an exceptional job since its last application in sustaining partnerships. Of the partnerships listed in the 2015 application, two continue to be highlighted either in the previous question or in response to other questions in the application. The Lou Frey Institute of Politics and Government and the Learning Institute for Elders (LIFE@UCF) are once again included and remain among our strongest long-standing partnerships. Each has also continued to evolve and grow.

Replicable: Across our partnerships, there are efforts to document and share knowledge in academic and professional publications. Some of these have been noted throughout the application. Our aim in these partnerships is not just to be good stewards of our community's trust and capital, but to allow others to learn and replicate the university-community partnerships that we have worked to develop and sustain.

Responsive: Finally, UCF has shown it is responsive to emerging needs, particularly amid changing circumstances in the world around us. Our partnerships exemplify the attitude and culture of UCF, as it can nimbly respond to an expressed community need. In this systematic review of partnerships, it seems very clear that UCF has both the willingness and the capacity to sustain and grow existing partnerships, while responding to the need for new and creative partnerships that were not envisioned at the time of the previous application. These partnerships have indeed become part of the culture of UCF and reflect our ongoing commitment to help community needs, which was also evident in the previous application.

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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?

UCF continues to seek new ways to improve its partnership practices and relationships. For example, in developing the UCF Downtown campus, leadership from the university and community jointly visited Arizona State University as peer and model for UCF Downtown. We have continued to learn from those who have engaged in innovation elsewhere and remain open to adapting good practices to the central Florida environment.

UCF Downtown in partnership with Valencia College is one of the most significant changes since last classification to deepen and improve partnerships and relationships. After a pause in full implementation of certain goals and activities due to the pandemic (the campus opened in August 2019 and effectively closed in March 2020 for the pandemic), it has emerged as a central convening space for community organizations and university partners, and to start new conversations across what might be the university-community divide. Examples of activities and projects based at UCF Downtown have been introduced in other parts of this application.

As introduced in response to another question, the campus was designed as an open space for community and university to engage each other. The campus co-designed and opened a Parramore Room, named for the historic Black neighborhood where the campus is set, and has made it available for free use by organizations and associations in the neighborhood. The Associate Provost for UCF Downtown was hired with a specific required skillset in building relationships, and he created the position of director Downtown Community Engaged Scholarship to build knowledge of and capacity for community engaged research, teaching, creative, and service activities performed by faculty, staff, and students affiliated with the downtown geography.

Also in the downtown geography, the university launched the Parramore Community Engagement Council. This body was formed to allow community organizations and stakeholders from the Parramore area to present their ideas, share concerns, and suggest actions for university officials, professors, staff, and students to take that might strengthen Parramore. The university hired a full-time director for the Parramore Community Engagement Council to ensure ongoing, committed attention to neighborhood stakeholders.

In February 2023, the College of Community Innovation and Education, component units of which are based at UCF Downtown, finalized the hiring of a community engagement manager for the college, with the aim of building internal capacity and external relationships for fruitful partnerships across the units of the college.

A final and significant example is the establishment of the Ginsburg Center for Inclusion and Civic Engagement in 2022. The center is discussed in detail in response to other questions in the application. It remains a critical investment for the university to strengthen commitment to and practices associated with diversity, equity, and inclusion, and the facilitate training for inclusive engagement across groups and organizations, both internal and external to the university.

SECTION 5: Institutional Identity and Culture

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

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- **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

The University of Central Florida strives to achieve excellence across multiple domains, to unleash the potential of individuals and communities through scholarship and partnership. We aim to achieve inclusive excellence in all we do as an institution and through the efforts of our faculty, staff, students, and collaborators across governments, civil society organizations, industry, and community. As provost, I am committed to university-community partnerships that are built on norms of mutuality, reciprocity, shared commitment, and shared celebration of impact.

In recent years, we have had much to celebrate. Amid challenges that included the global pandemic, racial unrest, mass casualty events, and demography-changing natural disasters, UCF has proven itself to be a steadfast and adaptive partner with individuals and organizations across sectors and viewpoints. Through innovative research and high-impact teaching practices, we have helped communities respond effectively to challenges that have confronted them while also producing and disseminating knowledge that have allowed for widespread understanding of how our world is changing. When I review tenure and promotion dossiers, I note and celebrate faculty who show leadership as a partner with communities, whether that be through research, teaching, or service.

Strategically, UCF places strong partnerships at the core of our ambition. Among our aspirations is to be a campus without borders, which is to be the preferred partner of choice with collaborations that integrate community, industry, government, and academia. We pursue a high Return on Engagement and invest in training for our university community to be effective community partners, such as through the recently established Ginsburg Center for Inclusion and Civic Engagement. We also invest in securing charitable donations to support scholarships and programs that give opportunity to first-generation students, including students from marginalized communities surrounding the university's campuses.

One recently opened campus is a prime example of this kind of investment. UCF Downtown was opened in 2019 to be a neighbor to and partner with community stakeholders. Since its opening, we have served as convener for communities to come together and integrate the unique resources of the university with those from our partners. For example, in 2022, UCF Downtown was host to a convening of approximately 150 individuals from across organizations for deliberation and planning to advance the Sustainable Development Goals in Central Florida. We also partnered with the Central Florida Foundation to provide $80,000 of scholarships to Master and PhD students to pursue their own research on the SDGs and how community organizations can propel progress.

This is one example of many, which are highlighted throughout the application. As a decentralized institution, faculty, staff, and students have freedom to pursue their passions, to unleash their potential, for the betterment of all. We do not seek to control and regulate community engagement; we do provide resources for those who pursue engaged scholarship and outreach to do so well, with integrity and commitment to mutual benefit. With these resources, and our commitment to shared success, we trust engagement will sustain and strengthen, whatever challenges and opportunities present themselves in the years ahead.

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OR upload a PDF copy of the letter below:

- Carnegie Foundation_provost letter.pdf

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

Annual addresses/speeches (maximum word count 500):

Enterprise Florida Board of Directors Meeting
Wednesday, December 8, 2021

WHAT IS THE "UNIVERSITY OF THE FUTURE"?

UCF has the potential to be one of the nation's and world's leading metropolitan research universities.
But, more than that, we want to be our own kind of university — one that differentiates itself from other universities based on our distinctive advantages.
UCF is working toward becoming "The University for the Future," which is a university that:
Helps to build a culturally competent and skilled workforce
Values accessible and inclusive programs that leverage regional assets
Provides high-impact experiences that enhance practical learning
Builds a reputation around clear areas of distinctive excellence
Leverages strategic partnerships with industry, community, and academia
Is well-integrated within the community through sports, arts, and more

WHAT THE "UNIVERSITY OF THE FUTURE" LOOKS LIKE AT UCF

Reflecting on the attributes for the "University for the Future," UCF already is uniquely positioned to lead in these areas.
UCF is embedded and well-integrated within our community within the locations best suited for the success of students, faculty and partners.
We leverage regional assets and strategic partnerships, that also help create exceptional learning and job opportunities for students and research opportunities for faculty and contribute to the success of our students and region.
When you think about the theme for today's meeting — "Realigning for Talent and Workforce Success" — this is a large part of what UCF does. We embed ourselves in areas that will increase student success and collaboration, and where we can get a better pulse on the needs of our industry partners and deliver the skilled and creative talent to help our region's economy thrive.

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UCF RESEARCH

We are proud to work with industry, government agencies and many community partners to make an impact on our region's economy and society, including through our nine interdisciplinary research clusters — that seek to tackle tough societal challenges at the intersection of diverse disciplines — and through the more than 50 research centers and institutes affiliated with UCF.

UCF RESEARCH AND PARTNERSHIPS

As "America's Partnership University," we know we are able to much farther together.
UCF is nationally known for our DirectConnect to UCF transfer partnership program, which accounts for more than 30% of UCF's incoming enrollment from six regional state college partners — to which UCF has provided more than 60,000 degrees since the program's inception 16 years ago .
UCF Downtown itself is a story of partnership — it's a campus we share with one of our biggest state college partners, Valencia College, where they live and learn together with shared classrooms, support offices and dorms. The academic programs offered here are directly related to the proximity of industry employers — providing internship and learning opportunities within a short walking distance from the campus.

Published editorials (maximum word count 500):

https://www.orlandosentinel.com/opinion/central-florida-100/os-op-cf100-abortion-housing-queen-elizabeth-20220923-ufug6jpojjgodc4rmc3ygdw3eq-story.html

HELPING HISPANICS AT UCF: As we celebrate Hispanic Heritage Month, UCF reflects on our role as a Hispanic Serving Institution and our commitment to help all students reach their fullest potential. Latina/o/x students, faculty, staff and alumni do so much to strengthen our university and community. Additionally, the Seal of Excelencia reminds us to go beyond enrollment and intentionally seek ways to ensure our more than 19,000 Latina/o/x students earn life-changing degrees. We are proud that INSIGHT into Diversity magazine recognizes our commitment to inclusive excellence by awarding UCF the Higher Education Excellence in Diversity (HEED) Award for the eighth consecutive year. Vamos Knights!

https://www.orlandosentinel.com/opinion/central-florida-100/os-op-cf100-electric-vehicles-tenants-rights-20220902-3zu763432ba3xjvbxetupwo3ke-story.html
UCF's HIGH RANKING: UCF continues to advance as a best place to learn and work, which is outstanding news for our students and region. The Washington Monthly ranked UCF the No. 22 public university in the nation, a leap from No. 47 last year, in rankings tied to social mobility, research and public service. Forbes ranked UCF as one of the 20 Best Employers in Florida, among national organizations such as NASA, Google and Lockheed Martin. We will continue to emphasize student success and valuing our employees as we build the University for the Future and propel broad-based prosperity throughout our communities.

https://www.orlandosentinel.com/opinion/central-florida-100/os-op-cf100-rent-warren-schools-20220805-eo4r7opjczbz7aukn6y6mm2eua-story.html

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UCF MILESTONE: One of the most exciting times of the year returns, as UCF celebrates summer commencement ceremonies. We are awarding the 400,000th degree in our history, a milestone that shows hundreds of thousands of UCF graduates have unleashed their potential by advancing their careers in critical industries throughout Central Florida and the state. Among our summer graduates are 68 who have left careers or changed professional paths to complete a one-year intensive Accelerated Bachelor's in Nursing program and join the healthcare frontlines, helping to combat the nursing shortage. Congratulations to our new nurses and all of our graduating Knights!

Campus publications (maximum word count 500):

1: UCF TODAY UCF NEWS | STORIES OF IMPACT + INNOVATION | ORLANDO, FL
7 Florida Schools Receive Funding to Develop Community Partnership Schools
By Amy Floyd | October 31, 2022
https://www.ucf.edu/news/7-florida-schools-receive-funding-to-develop-community-partnership-schools/

Florida is now home to 36 Community Partnership Schools serving over 33,000 students and their communities. The UCF Center for Community Schools awarded seven schools up to $80,000 each as part of the Community School Grant Program, which was established by the Florida Legislature. Among the winners are Blanche H. Daughtrey Elementary, Caribbean K-8, Colonial Elementary, Jefferson K-12, JFK Middle, Lake Worth High and Pine Forest High. The Community Partnership Schools model was co-founded in 2010 at Evans High in Orlando by the Children's Home Society of Florida, Orange County Public Schools and the University of Central Florida. With the success of Evans High, the model has been replicated throughout the state. The model is designed to support students and their families through expanded access to health and wellness support, along with a wide range of new and integrated learning opportunities. This collective work is grounded in collaboration and partnership with long-term support from four or more core partners — the school district, a nonprofit organization, a healthcare provider, and a college or university. By leveraging the social and institutional capital of their partners, schools are better equipped to offer resources and services in response to emergencies or enduring challenges. Community Partnership Schools empower school communities to meet the changing and unique needs of their students and families by connecting them to a wide range of resources tailored to the needs of that community. The UCF Center for Community Schools envisions a world of equitable communities, supporting the needs of the whole child with resources that redefine and expand student success. The UCF Center serves as a comprehensive resource for best practices in the advancement of community schools through technical assistance, assessment and evaluation, and university assistance, driving continuous improvement and better outcomes for students, families and communities.

2: PEGASUS The Magazine of the University of Central Florida
Reaching for the Stars and Stripes Fall 2021 |
By Nicole Dudenhoefer '17
https://www.ucf.edu/pegasus/reaching-for-the-stars-and-stripes/

UCF's Lou Frey Institute and faculty are helping develop civic education standards to encourage engaged citizenship. Serving jury duty. Reciting the Pledge of Allegiance. Running for public office. Celebrating your 18th birthday by casting your first ballot. Mounting an American flag above your front porch. Making your voice heard at protests and marches. Whether it's all these actions, a combination of some or something more, what makes an engaged citizen? The answer — according to experts from UCF's Lou Frey Institute, an organization dedicated to promoting civic education and action — is rooted in a simple, guiding principle: Engaged citizens are

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knowledgeable about their country's history and current events. "The first important thing is to become knowledgeable about the system in which we live," says Terri Susan Fine, associate director for the institute and a professor in UCF's School of Politics, Security and International Affairs.

Other (maximum word count 500):

Focus

UCF SCHOOL OF PUBLIC ADMINISTRATION | ORLANDO VOLUME 16 2020-21

https://ccie.ucf.edu/wp-content/uploads/sites/12/2021/12/focus_vol16.pdf

Community Conversations
Give Students Firsthand Experience in Public Management

While the onset of the COVID-19 pandemic presented several challenges
and obstacles, it also provided opportunities to reconsider how academic programs respond to crises and use current societal issues to structure the education experience. Graduating students in the public administration graduate program were able to frame modern issues into dynamic and insightful conversations that extended beyond the academic environment. Thomas Bryer, Ph.D., professor in the School of Public Administration and program director for the Office of Downtown Community-Engaged Scholarship, hosted a series of virtual conversations for students, faculty, staff and the greater community to dialogue on some of the nation's most pressing current issues.

"Conversations such as these are important for students to learn and grow in their ability to serve the vast differences that exist in society," says Bryer. "It is an opportunity to model how people from diverse backgrounds with different values, who get their information from sometimes opposing sources, can come together with shared interests and curiosity to understand each other and grow together."

The fall conversations centered on institutional racism, and spring conversations focused on hesitancy related to COVID-19 vaccines. Throughout the course, students used external texts, reflective journals, and the experience of the conversations to develop plans and strategies to address the issues presented. The conversations provided a unique opportunity
for students to gain insight into public perceptions on current social challenges, with a focus on understanding and solution development.

Bryer says that he hopes the conversations create a new perspective for students, providing access for them to interact directly with community members, and develop a better understanding of perspectives that are not clouded through characterizations perpetuated by social or mass media.

"This dialogue provides important context on the challenging role of public servants to be open to the varying perspectives of the public and be comfortable in uncomfortable situations," Bryer says. "It's my hope that this experience prepares students for the complicated responsibilities in public service — including the ability to set aside personal biases and consider the perspectives of others."

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

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institution's commitment to community engagement.

UCF is a public research university invested in unleashing the potential within every individual; enriching the human experience through inclusion, discovery, and innovation; and propelling broad-based prosperity for the many communities we serve.

This is a direct quote from the university's strategic plan, published in 2022. See https://www.ucf.edu/unleashing-potential/document/2022-2027-strategic-plan/

This mission reflects an institutional commitment to community engagement, as it recognizes our felt responsibility to not only unleash the potential of our students but all communities we serve, in Orlando, Central Florida, the nation, and around the world. As described in other parts of the strategic plan and throughout the pages of this application, this commitment is realized through partnerships, the kind of which have been the backbone of UCF since its founding nearly 60 years ago.

Among our aspirations are to be a campus without borders, which is to be the "preferred partner of choice with collaborations that accelerate economic development; enable research and creative works; attract national and international students, faculty, and staff to Florida; and integrate community, industry, government, and academia in productive ways."

We also aspire to achieve a high return on investment and engagement that is "realized in the highest student and faculty outcomes, prudent stewardship of invested dollars, acceleration of student progression to degree completion, and resilient and sustainable operations."

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

Since the last classification, UCF has undergone several executive leadership changes. John Hitt retired after more than 25 years as president. He was followed by Dale Whitaker, who served for approximately 1 year but during a critical time as the university moved to open the UCF Downtown campus (2018-2019), a significant change for the university of importance for community engaged scholarship. Whitaker was followed by an interim president until 2020, when the current president, Alexander Cartwright assumed office, leading the university through the pandemic.

Under Dr. Cartwright's leadership, UCF is working toward becoming the world's leading public metropolitan university, a top 50 public research university, determined to foster success for students of all backgrounds and to produce research and creative works that positively impact lives across our community and across the world. To achieve this vision, the university has been focused on achieving greater operational, academic and inclusive excellence, including building a senior leadership team that will help take the university to new heights.

As a first-generation college student whose journey to higher education was not traditional, Dr. Cartwright understands and prioritizes the need to build successful outcomes for students from all backgrounds, and is dedicated to inclusive excellence at UCF.

In addition to changes in the president's office, the university has added new leaders. These include an associate provost for UCF Downtown (Ross Wolf), senior vice president for advancement and partnerships (Rodney Grabowski), and vice president for diversity, equity, and inclusion (Andrea Guzman).

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Further, the University has designated a Vice President who will be responsible for coordinating Community Engagement activities across the academic and administrative units to better align, grow, and promote continued community engagement in alignment with the university's strategic plan.

New leadership have built on the achievements of their predecessors while pursuing new goals and visions that are responsive to our ever-changing world and policy environments that affect the operations of higher education institutions in Florida. As discussed in other sections of this application, the university's commitment to community engagement and partnership remains steadfast. The spirit of innovation and entrepreneurship that flourishes in decentralized environments is alive and well at UCF.

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

We have several examples of formal awards and/or celebrations for community engagement that occur within different units of the university. Starting in 2008, Student Development and Enrollment Services (now retitled Student Success and Well-Being) gave an award for Community Connection to an individual or team who has given back to the community. Any office that participates in making a difference to others through service or fundraising, or an individual who led an effort to make a difference in the lives of those in the community is eligible. Potential awardees must be nominated. In the 2021-2022 academic year, the recipient was the Sport Club Council and RWC Sport Club Program. The nominator wrote of the recipient: "members of our various Sport Club [Registered Student Organizations] have participated in over 90 community service events around the Orlando community and other parts of the state."

Another example is the annual Amy Zeh Service-Learning Showcase, named for the late director of experiential learning. The Amy Zeh Service-Learning Student Showcase celebrates students who have completed projects within a service-learning course. Students submit a poster on their experience that highlights their service, what they learned, and how they have impacted the community. Awards are given to the best projects, as judged by a panel of service-learning faculty.

The College of Community Innovation and Education hosts an annual community partners breakfast to recognize partners, celebrate partnerships, and share in the success of collaboration. See information about the most recent breakfast: College of Community Innovation and Education Hosts Community Partners in Spirit of Collaboration (ucf.edu).

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 UCF strategic plan identifies several strategies for community engagement. According to the plan's third of four priority areas—community and culture—"UCF aspires to be a destination of choice for the most talented people, a best place to learn and work, and a partner of choice in our community. We continue to foster a culture of innovation, inclusion, public service, and collaboration and will be a model for civil discourse."

This statement reflects our community engagement aim, "to be a partner of choice in our community" and to foster a culture of public service.

We aim to do this through several strategies.

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In the area of student success and well-being, between 2022 and 2027, we are striving for 100% of undergraduate students to have at least one high-impact practice experience by the time they graduate. We will do this by expanding "access to high-impact practices such as study abroad, learning communities, internships, experiential learning, and undergraduate research." Multiple of these areas are discussed throughout this application.

In the area of community and culture, we aim to "become an employer of choice by recruiting, retaining, and developing the best talent and strengthening our culture of inclusion, collaboration, and engagement." Among the strategies to do this is the establishment of the "Ginsburg Center for Inclusion and Community Engagement to include programming on civil discourse and engagement." The center is discussed in detail in several sections of this application.

We also aim to establish "comprehensive partnerships that integrate education, research, the arts, service, workforce development, and philanthropic engagement." We will do this by integrating "community-facing functions to streamline connections between the university and its industry, community, and public partners," and we will establish "criteria for Pegasus Partnerships to recognize comprehensive collaborations with industry, community, and public sector partners."

Financial resources will be made available for these and other strategic priorities through new and existing resources, including $50 million from existing recurring funds redirected to strategic priorities by 2027, and $100 million directed to strategic priorities from state allocations, as well as revenue diversification and growth.

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

UCF has branded itself for many years as "America's Partnership University." This remains a core part of our identity as an institution. UCF is a top metropolitan research university. As a university in a metropolitan area, we have the opportunity to form partnerships that matter to the region and that simultaneously lift the university and our surrounding communities.

Across the university, we promote our brand by telling stories about faculty, staff, and students who exemplify what it means to be part of America's partnership university. The examples below identify some of where we tell these stories, each emphasizing how our diverse partnerships are sustainable, responsive, replicable, and innovative.

For example, since January 2022, UCF has been posting faculty profiles on the main university web page to communicate our brand as a partnership university committed to helping meet the needs of our surrounding communities. The profiles published to date cross disciplines, academic ranks, and reflect the demographic diversity of our faculty. They are:

Philip Metzger, Planetary Physicist
Adrienne Dove, Associate Professor of Physics
Humberto Campins, Professor, Jefferson Science Fellow
Desiree Díaz, Undergraduate Simulation Coordinator, Associate Professor, College of Bursing
Brian Peach, Assistant Professor, College of Nursing
Mindi Anderson, Healthcare Simulation Program Director, Simulation Research Coordinator, Professor, College of Nursing

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Peter Delfyett, Pegasus Professor of Optics & Photonics, Director, Townes Laser Institute
Salvador Almagro-Moreno, Assistant Professor of Medicine
Laurene Tetard, Chair of the Physics Department, Joint affiliation with the Department of Materials Science and Engineering, Fellow of the Scialog Mitigating Zoonotic Threats initiative
Stella Sung, Pegasus Professor, Director of UCF CREATE
Chris Emrich, UCF's School of Public Administration and UCF Coastal Science Director
Claire Connolly Knox, Public Administration, Founding Director of the Master in Emergency and Crisis Management Program
Tingting Zhang, Assistant Professor, Hospitality Technology
Ali Gordon, PhD, Professor and Associate Dean, Mechanical Engineering/Material Sciences
Yan Solihin, Professor and Director of Cyber Security & Privacy Cluster, (Interim) Chair of the Department of Computer Science

Additionally, the annual alumni magazine, Pegasus, profiles the people and work that is having impact in and with the community. See http://www.ucf.edu/pegasus/

Individual units feature community impact and partnership in their annual reports and newsletters as well. For example, the School of Public Administration releases the PA Focus annually. The most recent edition, that focuses on the 2021-2022 academic year can be found here: https://ccie.ucf.edu/wp-content/uploads/sites/12/2023/02/focus_vol17.pdf. The report shares news of partnerships with government and nonprofit organizations, the efforts taken to help communities respond to natural disasters, and global partnerships that have opened new pathways for international education.

SECTION 6: Infrastructure and Finance

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

For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. If the campus has more than one center coordinating community engagement, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional community engagement:

 Provide any relevant links that support the narrative.

- The Division of Community Relations is now The Office of Community Relations and Economic Development. This group is very active and takes the lead on many community engagement activities at UCF, with 7 full-time and 2 part-time staff and a budget of approximately $1.24 million.

- The UCF Business Incubation Program (UCFBIP) continues to provide business development and operational support to early-stage, technology and innovation-driven businesses throughout Central Florida. Since 1999, this award-winning program has supported hundreds of companies, who have collectively generated more than $400 million in sales and over $100 million in outside funding. UCFBIP employs 7 full-time and 3 part-time staff and has an annual operating budget of approximately $770k including funding from Contracts and Grants.

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- The Florida High Tech Corridor (FHTCC) is a consortium that is led by the presidents of UCF, USF and UF. FHTCC leverages a unique perspective and the strengths of our world-class research institutions to accelerate regional economic development with 4 full-time and 2 part-time staff and annual funding of $2.57 million.

- The Florida SBDC at the University of Central Florida (FSBDC at UCF) provides business seminars and no-cost one-on-one business consulting for small business owners. The FSBDC at UCF serves an eight-county area that includes Brevard, Flagler, Lake, Orange, Osceola, Seminole, Sumter and Volusia counties, and maintains six sub-center offices in addition to the main office in Orlando.

- In 2018, the university restructured two other colleges to create the College of Community Innovation and Education. This newly formed college has a mission to provide coursework structured to prepare students with the knowledge, experience and confidence needed to transform lives and strengthen communities. Through its diverse programs and established partnerships, they are uniquely positioned to develop innovative solutions to complex social issues. Students will have opportunities to collaborate with faculty experts across academic areas and engage in community-based experiences throughout Central Florida and beyond. In addition to our location on UCF's main campus, we also offer programs at UCF Downtown, giving our students access to numerous internships, opportunities and networks within the heart of downtown Orlando. Whether you aspire to work in criminal justice, education, global health management and informatics, legal studies or public administration, our faculty and staff will help you reach your goals. CCIE.UCF.edu

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

As provided in our response to question 1 above, institutional funding has been provided to support the efforts of the Office of Community Relations and Economic Development, as well as the incubator program and FHTCC amounting to over $5M annually, recurring. Even during COVID, the university's enrollment and support from the state stayed consistent and no budget reductions occurred to these existing programs and initiatives.

Additionally, budget allocation has been made to support institutional engagement across different units and campuses of the university. For example, UCF Downtown in partnership with Valencia College provides permanent funding to the director of the Parramore Community Engagement Council, which is described elsewhere in this application. UCF Downtown further provides on an intermittent basis, depending on funds availability, resources for interdisciplinary researchers to conduct engaged research in the Orlando area. This is the Downtown Interdisciplinary Research Initiative, which has expended more than $250,000 since its inception in the 2019-20 academic year. UCF Downtown also pays for the time of a director of downtown community-scholarship, which is not fixed in a permanent position currently.

Another example comes from the College for Community Innovation and Education. This college allocated funds to hire a permanent director of community engagement, a position which was filled in spring 2023. As described elsewhere, there are other offices and positions around the university that are permanently funded and that focus their efforts on community engagement and external relations. These include the Ginsburg Center for

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Diversity and Inclusion, the Office of Experiential Learning, and the Center for Community Schools, as examples.

Indirectly, the university provides institutional funding for our Foundation staff who worked on securing and managing the gifts and grants noted in question number 3 below.

For the academic year beginning July 2023, the university experienced a small decline in enrollment which amounted to a budget reduction in several areas, but the programs noted above were not impacted.

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.

- Ginsburg Family Endowment Fund, $492,597, Start Date (SD: 11/22
- WUCF FM (NPR) & TV, $2,223,851, SD: 2/20/2009
- Helios Downtown Scholars Initiative & Endowment, $41,939, Start SD: 1/14/22
- Jonathan & Nancy Wolf Endowed Fund for Global Dialog, $1,000,000, SD: 6/30/22
- Lumina-Florida Consortium Transfer Success Network, $310,445, SD: 6/17/22
- Barry Miller Family First Generation Scholarship Endowment Fund, $250,000, SD: 6/27/22
- CHPS Rehabilitation Innovation Center Renovation Fund, $125,046, SD: 1/28/22
- David & Annia Hanke Endowed Fund for Global Health Outreach, $7,197, SD: 6/6/13
- Limbitless Student Scholars, $158,778, SD: 5/30/19
- Toni A. Wisne Foundation Scholarship Fund, $109,500, SD: 1/10/20
- Bailes Family Early Intervention CHPS Community Play Program Fund, $75,000, SD: 6/24/22
- Paul B. Hunter and Constance D Hunter Charitable Foundation Nursing Scholarship Fund, $50,000, SD: 6/23/22
- Limbitless Solutions Team, $747,684, SD: 9/3/14
- CHPS ECHO Outreach, $20,632, SD: 10/25/21
- Scholarships for Students with Disabilities, $37,408, SD: 6/16/15
- Nancy and Jonathan Wolf Global Academic Initiative Faculty Collaboration Fund, $58,404, SD: 2/19/19
- Restores Teal Line Rescue for Military Assault Survivors, $40,000, SD: 10/9/20
- Global Perspectives, $32,186, SD: 3/13/03
- OCPS ACE and Jones High School Engagement Plan, $11,075, SD: 10/13/21
- THRIVE Central Florida Community Impact Fellowship Fund, $20,001, SD: 11/24/20
- Multicultural Academics & Support Services, $7,224, SD: 12/18/13
- Social Justice & Advocacy, $7,669, SD: 2/10/16
- Paul B. Hunter & Constance D. Hunter Charitable Foundation Scholarship Fund, $10,105, SD: 11/23/15
- Veterans' Academic Resource Center, $37,468, SD: 3/1/10
- Inclusive Education Services, $35,197, SD: 1/24/06
- Undergraduate Research, $30,694, SD: 2/7/13
- College of Community Innovation and Education Scholarships, $15,888, SD: 1/24/06
- LGBTQ Services, $7,849, SD: 1/29/13
- Collegiate Recovery Community, $1,633, SD: 2/10/16
- Community Nursing Coalitions, $463, SD: 12/16/10
- College of Nursing Global Health Education Fund, $68,060, SD: 12/2/11
- Dr. Valerie Greene King Memorial Fund, $3,280, SD: 3/3/17

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

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

a.
The university has an established purchasing policies, guidelines, and recommendations within it's Procurement Regulations https://procurement.ucf.edu/wp-
Specifically, chapter 7 has established the ability to assist small and minority owned businesses in doing business with the university. The regs also encourage departments to do business with Small, Minority, Woman, and Veteran Owned Business Enterprises (SMWVBE).

b.
The university has not been involved in any local property acquisitions in recent years.

c.
The university has not made any PILOT payments

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

In partnership with the HELIOS Foundation, the university, and specifically College of Community Innovation and Education, has made investments into the programming and educational resources for K-12 in the Paramore community near downtown.

The university manages an endowment from the Rosen Foundation that provides eligible high school students from Tangelo Park scholarship to any Florida university of their choosing.

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

1. Describe the mechanisms for systematic assessment of community perceptions of the institution's engagement with community. Who is responsible for gathering data, how is the data managed, how often is it gathered, and how is the data used? What changes are apparent in this data since the last classification? What mechanisms for assessment of community partner perceptions does the campus still need to develop? Provide relevant web links.

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UCF is a decentralized university that does not track community perceptions of the institution's engagement with community on a university-wide level. Rather, individual campuses, units, and projects measure and assess community perceptions through a variety of mechanisms ranging from the use of advisory boards to structured surveys of community organizations and leaders.

UCF Downtown, under the direction of the director of downtown community-engaged scholarship, conducts an annual survey of downtown Orlando nonprofit organizations in coordination with the Center for Public and Nonprofit Management. This is a new initiative, launched in summer 2022, so there is no baseline data to show changes in community perception. In the survey, we found that organizations worked with students through organized courses across undergraduate, graduate and PhD-level education, with class sizes ranging from fewer than 15 to more than 50. All respondents indicated that they were either very satisfied or satisfied with the student interactions, but they did suggest need for planning some service-learning courses further in advance to ensure a seamless experience for all.

Respondents also reported that they participated in research activities, as a respondent, provider of data, and/or initiator of a project. All respondents indicated that they received an output from the research (e.g., a report) but some indicated they or their organization was not compensated for their time or resource. All reported to be very satisfied with the research experience.

These are the kinds of questions we will continue to ask each year in the downtown Orlando area and will expand to other types of organizations to include government, business, neighborhood associations, and faith organizations. Based on this example, UCF Downtown leaders will advocate for this kind of annual survey across the university, though it would likely remain a decentralized activity, with the survey administered on a unit-by-unit or project-by-project basis.

Another example is from the Center for Initiatives in STEM (iSTEM – https://stem.ucf.edu/istem). The Center for Initiatives in STEM (iSTEM) promotes and enhances collaborative efforts on STEM education and educational research. Efforts include K-12 STEM outreach programs, Undergraduate student success initiatives, and faculty collaboration. See also https://stem.ucf.edu/k-12-stem-outreach/stem-day/

For K-12 community programs, we collect evaluations from teachers (FEEC, SECME) and students (camps) that are used for process improvements and quality control. For example, central Florida teachers attend our annual FEEC (Florida Engineering Education Conference) for professional development to learn from one another about STEM lessons that can be incorporated into the classroom. Participants complete session evaluations which are reviewed by our coordinator for feedback and then returned to the presenters. This allows us to determine the types of sessions participants tend to enjoy. Participants also complete an overall evaluation that is used for reporting to our funders as well as process improvements for future year programs. The same type of structure is used in our other events.

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.

As a decentralized institution, we track data on engagement with the community in multiple pockets. Systems are in place across areas of operation, showing the importance of community engagement across the university.

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Every unit, department, and program at the university identifies goals against which they will measure themselves. We can track the prevalence of community engagement. For instance, comparing 2013-2014 to 2021-2022 assessment plans higher proportion of programs/units mentioned engagement phrases (with 233 and 237 plans respectively). Phrases such as partners* increased from 48% to 63%, as did phrases like high impact (1% to 12%). General terms such as communit*, inclusive, engage, et cetera were more widely used across plans. With these data, we can track engagement work across units and programs. As a decentralized institution, we would expect to see more goal setting in these areas, and we are.

Another example: UCF has a service-learning course designation that is formally tracked. It is part of a four-course designation system including Research Intensive, Integrative-Learning Experience, and Global Learning. These courses are tracked centrally each semester along with other High Impact Practices. Along with the designation of courses, the university tracks student performance. In 2021-22, 5243 students (inclusive of all colleges) were enrolled in service-learning designated courses. These data help leaders design and structure service-learning opportunities and to monitor the implementation of service-learning based on student academic performance.

A final example: UCF Downtown conducts an annual survey with two populations. These are community partners (nonprofits, for now) and faculty associated with the downtown Orlando campus. For the purposes of the self-study, the same survey of faculty was administered to the university-wide to faculty and staff, and we intend to continue the survey on an annual basis. As the survey was launched by UCF Downtown leaders, it likely will be maintained by them.

For the UCF Downtown affiliated faculty, we have three years of data. In the first year, leadership asked about community-engaged projects (research, teaching, and service) over the past five years to establish a longer-term baseline; in each subsequent year, including the self-study for this application, we asked only about the most immediate past academic year. In the first year of collection, we observed some important findings. First, all 17 Sustainable Development Goals were identified by faculty across their community-engaged projects. We established this metric to align with the initiatives of community partners, including the City of Orlando and the Central Florida Foundation. That we had 100% representation of all SDGs was a positive finding for future community-collaborative projects. This representation has persisted in subsequent years.

Second, we found in the first survey that more than 20% of faculty reported they were doing community-engaged or community-based work without a community partner. This finding led to the development of an internal online training tool for faculty, staff, and students on community-engaged scholarship generally and on cultivating partners specifically. UCF Downtown leaders will make this tool available university-wide based.

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)?

UCF has maintained an external focus as partner to business and society since its inception. Rooted in the need to support the space industry, the university's mission as a partnership university has over the decades expanded to become inclusive of partnership with businesses (e.g., creation of a business incubator), families (e.g., Marriage and Family Research Institute), nonprofit and civil society organization (e.g., Center for Public and Nonprofit Management), and residents with unique needs and experiences (e.g., Puerto Rico Research Hub), among many others.

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New centers, institutes, and initiatives are formed based on a demonstration of need from within the community or by the representatives of communities. For example, the Center for Public and Nonprofit Management (CPNM) in the School of Public Administration was established to help struggling nonprofit organizations during the 2007-2008 recession to build their capacity and better meet the diversifying needs of a growing population. The interdisciplinary Puerto Rico Research Hub was established following Hurricane Maria forced thousands of Puerto Ricans to evacuate their homes in 2017; many evacuees entered the US mainland and remained in Florida.

Part of the role of the university is to attract funding in partnership with community entities that will support applied research that benefits communities, like the nonprofit and Puerto Rican communities. In its early years, the CPNM attracted more than $1million in capacity development funding for the nonprofit sector. The Puerto Rico Research Hub recently received $500,000 to expand its outreach and research that can drive resources to support the diaspora.

The definition of high-quality engagement is grounded in mutual support and respect, as shown in these examples. These values are embedded in the phrase "Return on Engagement" (ROE). In the university's strategic plan, pursuing a high ROE is centrally placed, reflecting the importance of engagement centrally. The use of ROE was first modeled at UCF by the CPNM and was the subject of a UCF Office of Research profile in its 2013 annual report. There, the CPNM director is quoted: "We measure the use of our research in communities in Central Florida and beyond, as well as the ways the use leads to new policies, programs, institutions or new services provided to our citizens and communities. We call this our return on engagement because our work is in the community, for the community, and often in partnership with the community." Ten years on, ROE is ensconced at a university level.

High-quality community engagement is something that is negotiated across time, units, projects, and initiatives. With new training modules described in a previous question, university leaders are working to ensure adherence to core values of engagement (mutuality, reciprocity, respect, inclusivity) and providing flexibility for project or unit leaders to enact these values with the community. The highest quality community engagement is that which is values-driven but adaptive to unique contextual needs. This is what we have practiced since the inception of the university and continue to do today.

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.

UCF conducts self-studies of community engagement at multiple levels, some of which have been reported in response to the second question in this section. For example, UCF Downtown conducts an annual survey of downtown campus-affiliated faculty and community partners, an effort that will be expanded to the full university following this Carnegie self-study. The university collects data on service-learning designated courses each semester. Each college, school, department, and program at the university establishes institutional effectiveness assessment goals and metrics, an increasing number of which pertain to community engagement (2014-2022).

In addition to these annual and semester-based assessments, university offices and leaders engage in self-study and needs assessment as it establishes new offices, campuses, units, and initiatives. For example, leading up to the opening of the UCF Downtown campus in 2019, the university engaged in multiple years of community assessment to determine existing relationships in the downtown area and to build the new campus in a manner responsive to the needs, interests, and values of the surrounding residential community, business community,

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and nonprofit sector. This process included open dialogues with community stakeholders, meetings facilitated with government and nonprofit leaders to align strategic goals and interests, and tours for faculty and staff within the community to deepen familiarity with the history and current context of the neighborhoods around the new university campus. These efforts continue now that the campus is open.

5. Describe how the institution aggregates and uses all its assessment data related to community engagement. Who is responsible for gathering data, how is the data managed, how often is it gathered, and how is the data used? What changes are apparent in this data since the last classification? What mechanisms for aggregating assessment data does the campus still need to develop? Provide relevant web links.

As described in previous responses, the university and its component parts and program collect a substantial sum of data on community engagement. Data are collected in a decentralized manner, driven by the unique needs, interests, contexts, and goals of the collecting entity. However, there are recognized leaders within component units and programs who can be assembled for university-wide self-studies, allowing a holistic view of community engagement strengths and weaknesses. On a sub-university level, such as UCF Downtown or through the office of the Vice President for Diversity, Equity, and Inclusion, aggregated data are used to identify resource and capacity needs of faculty, and to develop new initiatives, such as a training guide for community-engaged scholarship and the implementation of new in-house funding initiatives (e.g., impact assessment grants).

SECTION 8: Outcomes and Impacts

1. Provide an example of institutional, departmental, and/or programmatic learning outcomes for students who participate in for-credit courses that are community engaged, and describe one key finding. How have the results of student learning outcomes changed since your last classification? Provide relevant links.

The Florida Board of Governors consistently asks for our students to develop strong career development skills. The LEAD Scholars Academy assesses and has developed an assignment to assess if students have not only developed these skills but can articulate their knowledge of these developed skills. The final paper in LDR 3950 class asks students to articulate the leadership studies competencies that they have learned and how these can be integrated into their career field, as graded by a rubric. Students are expected to score an "excellent" rating on their paper rubric for this assessment item. In 2021-2022, 179 students were assessed in their LDR 3950 paper. 169/179 (94.4%) were able to effectively articulate the integration of leadership studies to their future career field by scoring at least a 30 on that rubric line. Six faculty members (8 sections) returned data for this assessment item. In 2021-2022 the LEAD Scholars Academy reiterated the importance of looking at the rubric prior to writing the paper so that all students know the importance of how they will be graded.

The LEAD Scholars Academy did not previously assess the knowledge nor the ability to articulate this knowledge in the 2014 school year. This assessment began in 2017-2018. Previously in LDR 3950, career development was not part of the curriculum and has since been integrated within the service-learning curriculum in 2017.

For a course to be designated as a Service-Learning course on the university level, it must meet the following criteria:

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Work with one or more non-profit organizations, governmental agencies
Address a need in the community (campus, local, regional, national, global).
Demonstrate a clear connection between the service activity and the course content.
Experience reciprocity between course and community that results in students' increased civic awareness and engagement.
Participate in structured reflection.
Collaborate with an appropriate agency representative.

These criteria place the learning outcomes on the course level to meet the varied needs of disciplines across our large campus. As the Service-Learning page of our website states, "Specific education provides students with the historical, political, social, and cultural context of the social problems they will be working with during their service."

Survey data collected beginning in Fall 2020 demonstrates a high level of student perception that Service-Learning courses are meeting course learning objectives, with 83% (321 students out of 388 responses) of student responses reporting that they "strongly agreed" or "agreed" with the statement "There was a clear connection between the service activity and course content."

The following shows how data have significantly improved since the last classification regarding student learning and experience in S-L courses.

• 73.6% (2007-2008), 96.6% (2012-2013), and 98.9% of respondents agreed that the experience motivated them to continue and persist to graduation.
• 57.8% (2007-2008), 92.3% (2012-2013), and 95.8% of respondents agreed that the experience motivated them to learn in the classroom.
• 68.7% (2007-2008), 80.0% (2012-2013), and 82.3% of respondents agreed that working with the experiential learning program provided a means to give back to the community.

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.

Beginning in Fall 2021, The High Impact Practices (HIP) Course Designation Student Surveys have been used to measure student perceptions and satisfaction of HIP designated courses. These surveys are similarly structured across the four HIP designations (Service-Learning, Research Intensive, Integrative-Learning Experience, and Global Learning), with designation-specific questions to assess student perceptions of the learning criteria evident based on criteria for designation. The survey was developed and implemented by the High Impact Practices Course Designation Steering Committee, overseen by the Assistant Vice Provost of Career Planning and Academic Engagement.

In the first pilot in Fall 2021, the survey was sent via email to students who completed HIP courses in Fall 2020, Spring 2021, and Summer 2021 semesters. In gathering this data, we recognized the impact both the COVID-19 pandemic, and the length of time between course completion and receiving the survey, might have on student responses. The purpose of this initial semester was to gather baseline data and to test the survey itself.

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The survey was then implemented in Spring 2022 (for students in Fall 2021 HIP courses). Beginning in Summer 2022, survey administration was completed by UCF SLAS Data Analytics, and students were surveyed towards the end of the semester but before final grades were posted, aiding in student recollection of course activity.

Starting in fall 2022, we embedded the survey within Canvas (rather than via email), so that instructors could insert it into their course content. Completing the survey during the semester allowed us to better inform and engage instructors in the survey process. As our sample size increases, we will be able to provide course-specific feedback to instructors, as well as continuing to assess HIP courses by designation and collectively.

The LEAD Scholars Academy assesses and has developed an assignment to assess if students have learned career development skills and can articulate their knowledge of these skills. The final paper in LDR 3950 asks students to articulate the leadership studies competencies that they learned and how these can be integrated into their career field. Students are expected to score an "excellent" rating on their paper rubric for this assessment item. In 2021-2022 the LEAD Scholars Academy reiterated the importance of looking at the rubric prior to writing the paper so that all students know the importance of how they will be graded. In 2022-23 the Academy will focus on having a discussion during the 1:1 academic and co-curricular planning meetings on how students are able to articulate the leadership studies competencies that are needed in their future careers to provide even more reflection on this topic, prior to the final paper being due.

The U-LEAD (Upperclass LEAD Scholars) (lsa.sdes.ucf.edu) program is also a new program within LEAD Scholars Academy, initiating academic courses in 2015. This program was created for transfer and third- and fourth-year students to receive academic leadership development experiences, just as the LEAD Scholars Academy focused on first and second year students. All U-LEAD courses are offered through Interdisciplinary Studies and are service-learning designated courses.

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.

In recognition of the breadth of course content and structures, we recognize that not all community engaged courses meet the Service-Learning criteria. In expanding our High Impact Practices (HIP) offerings for instructors and students, since our last classification we have added the following HIP course designations:

What's Next Quality Enhancement Plan on Integrative-Learning Experience: Students have a chance to explore integrative pathways that connect the core knowledge and skills of their major to real-world professional and civic contexts.

- Developed in 2016 (Link: https://undergrad.ucf.edu/whatsnext/)
- Some accomplishments in the first five years of QEP programming:
--Faculty and staff with funded awards implemented 95 integrative-learning projects in 31 academic departments, across 11 colleges, and in 11 co-curricular units.
--Integrative-Learning Experience (IE) courses were developed in 2018 and have three core elements: intentional learning, high-impact practices, and metacognition. Faculty in 24 departments, across 9 colleges, earned the Integrative-Learning Experience (IE) High-Impact Course Designation for 38 courses.
--247 unique faculty and staff, representing 65 departments and 7 co-curricular units, participated in QEP-sponsored workshops and events.
--The Knights of Distinction co-curricular program had enrolled 399 students—86 of whom had graduated with distinction UCF reached a total of 43,068 students over the life of the QEP.

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--The IE course designation and Knights of Distinction program were both sustained in the Office of Experiential Learning over the past two years after the QEP was completed.

- Global Learning (launched in Spring 2022): Students develop intercultural competencies through analysis of symbiotic, international systems and their impacts on humanity. GL courses help students develop intercultural competencies through the presentation and analysis of established relationships including consideration of target culture and/or marginalized perspectives. Student presentations, the final deliverable for the course, enable students to share what they have learned, including how the GL course has enhanced their ability to consider global issues from multiple perspectives. Study abroad courses are not eligible.

- While not all these courses are categorized as community engagement, the course designation criteria provides opportunities for community engaged work:
--IE rubric criteria 2.3 Connection to Discipline: Assignments connect core knowledge and skills of the course to real-world professional contexts, civic contexts, or knowledge gained from other fields of study.
--GL rubric criteria 2.3 Address a cross-boundary problem or issue: Apply core course concepts to a natural or manmade global system
--GL rubric criteria 2.4 Encounter interactions that include diverse experiences or perspectives outside the classroom

- Examples of courses within these designations that have community engagement components:
--IE – Creative Drama – through this course, students partner with UCF College of Nursing and local children's hospitals. They develop creative drama workshops and activities to present to the young patients.
--GL - Business Spanish IV - This is a global course which promotes community interaction and cross-cultural competence. US students interact and learn from Argentinean students located at Universidad Católica de Argentina, and vice versa. Communication takes place in a formal and informal environment and students are matched in age.

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.

As a part of the Student Development and Enrollment Services assessment plan, Volunteer UCF, a student run agency, asks student volunteers to rate themselves on the Active Citizen Continuum after their volunteer programs. Student participants will have an opportunity to self-reflect while asking themselves which "phase" of the continuum best aligns with the student's personal development, as a member, volunteer, conscientious engager, or community collaborator. After Alternative Break Programs, Staff Advisors assess each student on the trip using the continuum. In years past, we assessed our student leaders using the IUPUI Civic Minded Graduate rubric, but we decided to switch our assessment plan to focus on a greater number of students. By doing this, we are focusing more on campus-wide education while assessing how our programs impact students who participate in our programs.

Data from Volunteer UCF Program:

We ask students at various Volunteer UCF programs to self-identify on the continuum after they completed

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their service event. This is the same measure we used the previous year. Last year, we had a total of 85 responses and 61% of the students ranked themselves as either Conscientious Citizens or Community Collaborator. We did not meet our target last year. This year, we had a variety of service projects as a part of this grouping, ranging from virtual to in-person programs. At the end of each project, our VUCF Directors explained the Active Citizen Continuum to students and asked them to complete the assessment. Below is an outline of the responses we received from volunteers:

With 22 total people responding, only 77% of our respondents ranked themselves either Conscientious Citizens or Active Citizens. Because of that, we did not meet this target. While our number of highly ranked respondents increased, we are disappointed to see fewer responses from last year. We think this is because our Volunteer UCF Directors didn't feel comfortable explaining the continuum and would often not prioritize doing the assessment at the end of the event. As we reflect on this data, we noticed that students who answered with either Active Citizen or Conscientious Citizen typically attended more than one event, or they attended an Alternative Break Program experience. Much like our responses from the previous measure, we believe that the students who attended events this past year are the students who show a higher level of commitment to the community. Though this past year was a return to all in-person programming, many of our participants were concerned about the impacts of COVID and we saw lower numbers of engagement for all our programs. The students who did come out for programs were generally students who wanted to be there and were willing to participate in reflection.

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.

Aligning the outcomes the university tracks with outcomes of concern to the community is critical for a community-engaged university. In 2020, we launched a new initiative to do this by tracking university-based projects (research, teaching, service, outreach/engagement) according to the UN Sustainable Development Goals (SDGs). In so doing, we aligned some of the university's metrics with those used by the Central Florida Foundation (CFF), and City of Orlando, and other community partners. Thus, as the CFF, for example, plans and assesses its community investment portfolio, the university can identify and connect researchers and resources to those initiatives that are achieving measurable results in, for, and with community organizations and neighborhoods.

The university launched the effort to align community-engaged efforts with the SDGs through an annual survey of faculty members affiliated with the UCF Downtown campus. With the self-study process for this application, we expanded it university-wide. We found that in academic year 2021-2022 that faculty were addressing all 17 SDGs in their community-engaged scholarship activities, with the highest number of projects (30 or more) in the areas of Quality Education (SDG 4), Reduced Inequalities (SDG 10), and Good Health and Well-Being (SDG 3). The SDGs with the least number of activities (under 5 projects) were Responsible Consumption and Production (SDG 12) and Life Below Water (SDG 14).

The university's tracking of community-engaged scholarship according to the SDGs led to our partnership with the Central Florida Foundation, City of Orlando, East Central Florida Regional Resilience Collaborative, Florida for Good, and Orange County. Together, we convened a 2-day interactive summit at the UCF Downtown campus entitled, "Partnership for the Goals: Creating a Resilient and Thriving Community." The event was supported by the 17 Rooms initiative of the Brookings Institution. See a writeup of the event here: https://www.brookings.edu/blog/up-front/2022/12/09/17-rooms-a-catalyst-for-community-wide-action-on-sustainable-

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development/amp/.

At the event, Thomas Bryer, director of Downtown Community-Engaged Scholarship at UCF Downtown, facilitated a breakout group on SDG 17, Partnerships for the Goals. In the group, participants explored how to construct stronger partnerships between the university and community organizations to achieve greater impact across all other SDGs. One actionable idea that emerged was for the university to develop an SDG Academy that provides training and capacity building for individual stakeholders and organizations to support action within the frame of the SDGs, a vehicle that would further enable collaboration between university scholars and community partners where is now known alignment is goals, values, and interests. Details of this academy are being developed and negotiated for possible implementation.

These are new initiatives that were not in place at the last classification period, thus we cannot compare directly. With this recently developed approach, though, we believe the future is bright for joint outcome measurement and, importantly, movement on core social and economic indicators that will strengthen the sustainability and health of the region.

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.

UCF identifies pursuit of a high Return on Engagement (ROE) as part of its new strategic plan. This is a concept with implications for individual faculty members and the whole institution. Emerging more than ten years ago in the Center for Public and Nonprofit Management (CPNM) at UCF, ROE is a model that can link engaged scholarship activity to individual and institutional outcomes and impacts. The model employed by CPNM was written about in the 2014 book, Higher Education Beyond Job Creation: Universities, Citizenship and Community by then-CPNM director Thomas Bryer. The impacts he described fit within four categories: citizen development, job creation, knowledge creation and dissemination, and worker training. Reflected in the university of 2023, and as described in response to a previous question, the impacts are better linked to the UN Sustainable Development Goals

Bryer described further (p. 85): "ROE focuses not on cost-benefit analyses but on how the input of faculty and students on the ground, embedded in community, achieve short- and long-term results, where sometimes the results are ambiguous (e.g. citizenship). The calculation assumes the need for 'paying it forward,' where a return or measurable outcome may be two or more years away."

UCF has a long-established culture that allows for the long-term tracking of community indicators and the institutional patience required to await benefits that take the form of increased external funding for research and creative activities, national rankings, and donations to the university's foundation. Through the lens of ROE, now embedded within the university's strategic plan, faculty can show how their community-engaged scholarship aligns with traditional metrics of scholarship success: publications, conference presentations, grants awarded, and teaching excellence.

Though the university does not have a specific tool to measure outcomes and indicators for faculty that are associated with community-engaged efforts, the culture of the institution allows community-engaged scholars to flourish and to tout their community-engaged success and expect career success, indicated by tenure and promotion and high marks on annual performance assessments.

For example, Dr. Richard Plate facilitated a campus-wide campaign to have UCF endorse a FairTrade policy. This

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was a community-based project with his students. It resulted in the passing of a student government resolution. See https://fairtradecampaigns.org/campaign/university-of-central-florida/

Another example: the Florida Prison Education Project (FPEP) has multiple outcomes and impacts for faculty associated with it. First, it has provided opportunity for faculty to get involved with a high-impact project as both administrator and teacher. The project has led to $160,000 in outside grant funding, invitation to visiting scholars at UCF, professional development for faculty through the Faculty Center for Teaching and Learning, and opportunities for faculty personal development (https://sharonwoodill.com/2019/07/16/teaching-in-prison/). See https://cah.ucf.edu/fpep/

A final example: Associate professor Claire Knox from the School of Public Administration devotes considerable time to building and sustaining partnerships with emergency management agencies in Florida and around the nation. Her work in bridging the academic-practitioner divide was recognized in 2022 with the Innovation and Technology Award from the Federal Emergency Management Agency. See https://ccie.ucf.edu/2022/07/01/ucf-associate-professor-receives-award-for-exceptional-emergency-management-education/

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.

As a decentralized institution, we have no campus-wide mechanism for assessing community engagement, though our recent adoption of the Return on Engagement concept in the university's strategic plan has established a platform for such mechanisms to be developed. Currently, we have numerous project-based examples that show how outcomes and impacts on the campus is measured.

For example, there are projects on campus that aim to create a civically engaged campus community. UCF has participated in the National Study of Learning, Voting, and Engagement (NSLVE) since 2012. This study provides our campus with a report about student voting rates. We also participate in the ALL IN Campus Democracy Challenge which provides the campus with support for civic action planning and a platform for disseminating these plans and NSLVE reports. When looking at these campus assessments we compare presidential election years to midterm elections. Between 2016 and 2020, we saw a student voter registration rate increase of 5.2% and a student voter participation increase of 13.5%. Similarly, in midterm election years, we saw an increase from 2014 to 2018 of 4.1% in student voter registration and 22.6% in student voter participation.

Our goal is to continue increasing our students' voting and registration rates. These metrics have continued to grow in both Presidental and Midterm years. We attribute this growth to our participation in the Ask Every Student, NASPA Voter-Friendly Campus designation, Campus Election Engagement Project (Florida Election Engagement Fellows), and Campus Vote Project. UCF also works very closely with local officials (e.g. Supervisors of Elections) to ensure that students have access to polling locations. In 2020 UCF hosted an Orange County early voting site on its main campus.

Washington Monthly has ranked UCF among the best national universities for voting in 2020 and 2022.

https://allinchallenge.org/campuses/university-of-central-florida/
https://allinchallenge.org/wp-content/uploads/University-of-Central-Florida-Action-Plan-2022-November.pdf
https://washingtonmonthly.com/2020/08/30/americas-best-colleges-for-student-voting-2/
https://washingtonmonthly.com/2022/08/28/2022-college-guide-americas-best-colleges-for-student-voting/

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https://www.ucf.edu/news/early-voting-site-to-open-on-ucf-campus/
https://www.ucf.edu/news/ucf-achieves-high-voting-rate-for-2020-election-participation/

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

For question 4:
The Office of Student Involvement shares our assessment results in an open forum presentation at the end of the assessment cycle. Information is shared with members of our community and feedback is given to strengthen our future assessment cycles. Once the information is shared, it is then presented to the larger community in a division annual report. This data is then used for our institutional effectiveness plan and reaccreditation.

SDES Annual Report 2021-2022: https://www.sdes.ucf.edu/wp-content/uploads/sites/18/2022/02/2021_VP_Annual-Report_final_lo.pdf

For question 5:
UCF Downtown works jointly with community partners to identify, track, and communicate community-level indicators associated with the SDGs. Data for each SDG are developed separately with unique partners and community entities.

For question 6:
Each college of the university has its own system for faculty to report their performance information. Performance information are used for faculty annual reviews, and communicated through unit-level annual reports. For example, the most recent annual report for the 2021-2022 academic year from the School of Public Administration is available here: https://ccie.ucf.edu/wp-content/uploads/sites/12/2023/02/focus_vol17.pdf

For Question 7
UCF disseminates information about student registration and voting through online news. We also publish our action plans and NSLVE reports on the ALL IN Campus Democracy Challenge website. Also, Washington Monthly has ranked UCF among the best national universities for voting in 2020 and 2022. This information is posted on a public website, as well as celebrated through campus news. UCF has a group of key leaders who meet to use this information to advance the university's mission.

https://allinchallenge.org/campuses/university-of-central-florida/
https://allinchallenge.org/wp-content/uploads/University-of-Central-Florida-Action-Plan-2022-November.pdf
https://washingtonmonthly.com/2020/08/30/americas-best-colleges-for-student-voting-2/
https://washingtonmonthly.com/2022/08/28/2022-college-guide-americas-best-colleges-for-student-voting/
https://www.ucf.edu/news/early-voting-site-to-open-on-ucf-campus/
https://www.ucf.edu/news/ucf-achieves-high-voting-rate-for-2020-election-participation/

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

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outcomes may differ.

UCF's Institutional Knowledge Management team tracks data on student enrollment in high impact practice courses, including service-learning, including disaggregation by race, ethnicity, and gender. In 2021-22, we found that 33% of Native Hawaiian/Other Pacific Islander students (out of a student population of 81) participated in service-learning courses. This compares to 27% of Black/African American students (out of 6,673), 24% of Hispanic/Latino students (out of 19,316), and 23% of White students (out of 30,606). We also track Asian students (18% participated in service-learning), multi-racial students (19% participated in service-learning), international students (13% participated in service-learning), and American Indian/Alaska Native (9% participated in service-learning). These data are consistent with the expectation that students of color have higher participation rates than white students in service-learning courses.

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

The UCF Institutional Knowledge Management team tracks demographics of faculty who teach service-learning courses, including race, ethnicity, gender, and position classification (non-tenure earning, tenure earning, tenured). Consistent with expectations, in 2021-22, BIPOC and female faculty have taken on a higher burden for teaching service-learning courses. For example, Black faculty constitute 5% of the total faculty population but represent 8% of service-learning course instructors. Digging deeper, Black female faculty constitute 3% of the faculty but represent 13% of service-learning course instructors. Similarly, Hispanic females constitute 5% of the faculty but constitute 11% of service-learning instructors. In contrast, White faculty constitute 68% of the faculty overall but only 7% of service-learning instructors. Within this group, White females are 32% of the faculty population and are 9% of service-learning instructors. Overall, comparing male and female instructors, females constitute 45% of the university's faculty but represent 66% of service-learning instructors. Proportionately, women of color teach the highest load of service-learning courses.

Also of note, non-tenure earning faculty represent 43% of the faculty at UCF but makeup 56% of those who teach service-learning courses. This contrasts with tenured faculty, who constitute 42% of faculty but only teach 30% of service-learning courses. Tenure earning faculty are roughly proportionate (15% of faculty population; 14% of service-learning faculty).

These data are presented within a context of a diversifying faculty body. Since our last classification, which presented data from 2014-15, the faculty has grown 11%. Within that growth, we have diversified by significant numbers, except for White faculty, American Indian faculty, international faculty, and male faculty. Specifically, the percentage increase across groups has been the following: Asian (54%), Multi-racial (50%), Black (36%), Hispanic (33%), White (3%), Female (22%), and Male (3%). There has been no change in American Indian faculty, and the number of international faculty decreased by 14%, probably due to immigration changes and COVID-19. Across faculty classifications, the strongest growth has been in the number of tenure earning faculty, a 47% increase.

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Based on these trends, we might anticipate an overall growth in service-learning faculty in the coming years as tenure earning faculty earn their tenure. Already, with these demographic trends we have seen an increase in service-learning faculty by 120%. External factors might alter these expectations, including current policy debates concerning the teaching of diversity, equity, and inclusion.

SECTION 9: Faculty and Staff

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

Since the previous classification, UCF has continued and expanded the diversity of professional development opportunities for faculty across employment status.

The UCF Faculty Center for Teaching and Learning partners with High Impact Practices colleagues for Teaching and Learning Days and Summer Faculty conferences to provide sessions on community-engaged teaching and learning. An entire track of the Faculty Summer Conference of 2022 was allocated to the Florida Prison Education Project, for example.

UCF (Faculty Excellence) through an institutional subscription provides all UCF faculty with access to resources from National Center for Faculty Development and Diversity. This site offers resources related to becoming a community-engaged scholar.

The Knighted Faculty program offers a year-long cohort program for faculty development. As of this semester, a module on community-engaged teaching and learning is part of this program.

The Ginsburg Center for Inclusion and Community Engagement Office of Diversity Education and Training strives to make diversity and inclusion visible and critical elements that indelibly permeate the life and values of the UCF community. We offer education, training and support services, facilitation of cross-campus collaboration, and enterprise-wide leadership to the campus and our community to build an inclusive culture for all students, faculty and staff.

UCF Downtown established an internal online training tool for faculty, staff, and students to learn the craft of sustainable and ethical community-engaged scholarship. This was developed in response to a survey of downtown-affiliated faculty and a finding that respondents could benefit from focused learning given their new geographic proximity to prospective community partners. To assist this effort further, UCF Downtown leaders identified and appointed eight visiting professors of different ranks and from multiple countries to deliver webinars and be available for consultations.

Additional professional development and training initiatives include the following:

- Faculty Center for Teaching and Learning Summer and Winter conference sessions:

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--Fulbright Scholar program (multiple years)
--"Higher Education in Prison and UCF: Where We've Been, Where We Are, and Where We are Going" (2021)
--HIP Course Designation tracks (multiple years)

- What's Next QEP (2015-2020): 247 unique faculty and staff, representing 65 departments and 7 co-curricular units, participated in QEP-sponsored workshops and events.

- Faculty focus articles create a space for shared learning among colleagues. Example recent articles:
--"Service-learning in a Virtual World: A New Normal for LEAD Scholars Academy" Stacey Malaret (2021)

- Teaching and Learning Days:
--The Basics and Beyond of Service-Learning - June 11, 2021
--Expanding High Impact Educational Practices at UCF—Plans and Opportunities – 2018
--Quality Enhancement Plan (QEP) and Integrative Learning Initiatives – 2018

- Unit level training resources, such as the College of Medicine

https://fctl.ucf.edu/programs/summer-conference/
https://fctl.ucf.edu/programs/winter-conference/
https://fctl.ucf.edu/programs/teaching-and-learning-days/
https://www.facultydiversity.org/webinars/engagement
https://fctl.ucf.edu/programs/knighted-faculty-program/
https://diversity.ucf.edu/about/
https://med.ucf.edu/patient-care/community-engagement/

2. In the context of your institution's community engagement support services and goals, describe at least two but not more than four examples from the following practices, as they specifically relate to community engagement (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
The UCF Ginsburg Center for Inclusion and Community Engagement Office of Diversity Education and Training sponsors the Faculty/Staff Impact Award. Nominees must demonstrate leadership in and/or exhibit evidence of extensive, sustained participation in integrating issues of diversity, inclusion, cultural competency, and/or multiculturalism in teaching, research, programming, administration, or community service activities.
The Excellence in Professional Service Award is granted to one or two faculty members each year. Nominees

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must show, as one criterion, "evidence of recognition for outreach activities, service, and leadership contributions to community organizations (for example, Pre-K—12 schools and civic and non-profit organizations)." The other criteria are service to the university and service to professional organizations.

UCF offers a Scholarship of Teaching and Learning Award (SoTL). The award recognizes discovery, reflection, and using evidence-based methods to research effective teaching and student learning. Not all but many recipients engage in the research of community-engaged and community-based teaching and learning methods. Multiple awards are granted each year across the university and result in a $5000 increase to base salary of recipients.

Pegasus Professorships are awarded to faculty who have been at the rank of full professor for at least 5 years and have demonstrated excellence and impact in service, as well as research and teaching. The required nomination packet includes a letter or letters of support from community partners. See https://facultyexcellence.ucf.edu/award/in-unit-pegasus-professor-award/

- Participation on Campus Councils or Committees Related to Community Engagement
With the opening of the UCF Downtown campus in 2019, campus leaders established a committee: Downtown Community-Engaged Scholarship Committee. The committee consists of representatives from across units and functional offices with a stake in downtown campus operations and outcomes. It is led by a director of downtown community-engaged scholarship. Committee unit representatives are selected with support from their unit head.

- Program Grants
In 2018, the Pabst Steinmetz Foundation established the Arts and Wellness Innovation Award. Each project received a $25,000 grant. The award recognizes cross-disciplinary teams building sustainable models for arts and wellness innovation. The teams, comprising UCF personnel and community organizations, must involve the UCF College of Arts and Humanities and at least one other college, unit, or center from the University of Central Florida, as well as a community organization.

In 2019, UCF Downtown launched the Downtown Interdisciplinary Research Incentive (DIRI) awards for community-engaged research with partners in downtown Orlando and researchers from at least two disciplines. Since 2019, more than $250,000 has been awarded in DIRI funding. In 2022, a spinoff award was introduced for downtown Community Impact Grants (CIG). Eligible applicants must have completed a community-engaged research project with downtown Orlando partners at least 6 months prior to the application period. The aim of the CIG grant is to provide resources to faculty researchers who successfully completed a primary research project with community partners but lacked funding to conduct follow-up assessment on impact.

- Support for Faculty Publications
The following articles came from the Florida Prison Education Project.
---Watson, Keri, and Julia Listengarten. Art and the Local: Socially Engaged Transdisciplinary Practices in Higher Education. New York: Palgrave MacMillan, forthcoming 2023.
---Listengarten, Julia, Keri Watson, and Kate Kilpatrick. "Building Affective Solidarity and Creating Healthier Communities through the Arts: Interactions, Elaborations, and Interventions in Multiple Contexts." The International Journal of Arts Education 14, no. 4 (2019): 1-14.
---Watson, Keri. Illuminating the Darkness: Our Carceral Landscape. Orlando: University of Central Florida Art Gallery, 2020.

3. Describe any search/recruitment policies or practices designed specifically to encourage the

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hiring of faculty in any employment status and staff with expertise in and commitment to community engagement and cite at least one example.

UCF faculty hiring is decentralized. While all proposed faculty searches must be approved by the Division of Academic Affairs, individual units make decisions about hiring priorities in consultation with their deans and with the university goals and strategic plan in mind. However, the university does regularly support searches for faculty with experience with and commitment to engagement, and these hires are made in departments where such work is a high curricular and scholarly priority. Below are sample excerpts from advertisements posted during this affirmation period that emphasize community engagement.

Professor and Associate Provost for UCF Downtown. "This innovative leader is responsible for fostering a dynamic and inviting environment that promotes collaboration, cooperation, and interdisciplinarity in student success, faculty excellence, and community involvement . . . Building relationships with communities including business, governmental, educational, non-profit and residential partners on behalf of UCF Downtown and its academic programs is a key aspect of this position. The associate provost will give UCF Downtown visibility in those communities through informal interactions and formal opportunities. Additionally, the associate provost will serve the Parramore Community Engagement Council and engage community members to identify, align, and carry out efforts to cultivate an interconnected environment that promotes access, innovation, and research."

Professor and Director, School of Public Administration. "Have a vision and the skill set needed for engagement with community stakeholders and with individuals affiliated with state and federal agencies, foundations, and other nongovernmental organizations through community partnerships."

Professor and Dean, College of Community Innovation and Education. "A demonstrated ability for, and deep commitment to, developing partnerships while maintaining and growing existing relationships . . . A demonstrated commitment to equity, diversity, and inclusion, and student success, as well as working with broadly diverse communities.

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

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

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

All promotion/tenure criteria include measures for community engagement as part of service.
For example, for promotion for assistant and associate professors: "Provide a one to two-page summary of your service activities that includes, service to the college, university, profession, and community, and any other information you deem relevant (e.g., email, invitation letter, thank you letter)." (Same language is used for promotion for instructors and lecturers). Language for promotion for librarians and instructional designers

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reads: "One-page summary statement of your service activities to the division, unit, university, profession, and community, accompanied by relevant supporting materials."

https://facultyexcellence.ucf.edu/promotion/

Promotion criteria for English, Visual and performing Arts, and Education all include community engagement criteria for teaching/curriculum.

Language from the Department of English P&T guidelines: https://facultyexcellence.ucf.edu/document/english-t-te-criteria/
- "Our department serves the UCF community as well as the community at large. ... Our offerings include service-learning courses that bring our students' expertise and efforts into the community, as well as internships in publishing, writing, and editing that give our students valuable experience.
- (part of mission statement): TO ENRICH the educational, artistic, cultural, professional, and economic lives of the Central Florida community by providing a variety of curricular offerings, non-credit educational experiences, cultural programs, service learning opportunities, and technical as well as artistic training
- (under the category of service): Unpaid public service to public schools or to other relevant community or state organizations

Language from Visual Arts guidelines for P&T: https://facultyexcellence.ucf.edu/document/visual-arts-and-design-t-te-criteria/
- Listed under types of service: "Performs volunteer work for national, regional, or local organizations outside one's discipline that serve individuals in crisis and /or improve community conditions (e.g. humanitarian charities)

Language from School of Performing Arts P&T guidelines:
https://facultyexcellence.ucf.edu/document/performing-arts-t-te-criteria/
- Service to the university, profession, and community is an important part of the school's mission and is expected of all faculty
- Activities undertaken which enrich the community through providing professional expertise to advance or broaden one's knowledge or professional standing may include, but not be limited to, leadership or membership on local arts boards or councils, and adjudication, clinics or workshops for arts organizations, including secondary schools.

Language from College of Community Innovation and Education, Department of Counselor Education and Psychology P&T guidelines: https://facultyexcellence.ucf.edu/document/counselor-education-school-psychology-criteria/
- Service refers to ongoing efforts that extend professional or discipline-related contributions to the community, state, national and/or international communities.

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):

- University-wide T&P criteria

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Faculty in each unit vote on their tenure and promotion guidelines. Criteria at each level (department, college, university) must be aligned to get approved at each level within the university. This process allows everyone to have input while simultaneously ensuring that there are checks and balances along the way for approval of promotion and tenure criteria. The department votes on it before it gets approved and sent from the Chair to the college Dean. Sometimes the Dean sends these proposed drafts back to the department and specifies items that either need to be added or removed and revisions are made accordingly prior to final approval by the Dean.

Taken from College of Arts and Humanities: https://facultyexcellence.ucf.edu/document/college-of-arts-and-humanities-criteria/
Teaching – "Field work and internship direction and supervision"

Department of Child, Family, and Community Sciences: https://facultyexcellence.ucf.edu/document/child-family-and-community-sciences-t-te-criteria/
Teaching - "Supervision of interns, serving as the faculty liaison between the university and a school or appropriate agency, advising, mentoring, serving as a member of thesis or dissertation committees are important examples of contributions to the teaching component."

College of Community Innovation and Education (CCIE): https://facultyexcellence.ucf.edu/document/college-of-community-innovation-and-education-t-tt-criteria/
Teaching - "Direction and supervision of fieldwork, practicum, and internship experiences as evidenced by a. Overseeing clinical programmatic experiences (e.g., service learning, practicum, and internship) for students b. Facilitating clinical experience placements for students (e.g.,service learning, practicum, and internship)"

Instructors/Lecturers (University-wide): https://facultyexcellence.ucf.edu/document/dossier-contents-2022-23-2/

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

Not applicable

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

All colleges and departments include community-engagement as part of service commitments. The following are examples of explicit inclusion of additional community-engagement incentives in tenure and promotion evaluation criteria. We include text for teaching and service activities. There are currently no examples of criteria for community engaged research and creative activity.

We note that, though some units devote more attention in their unit-level standards to community engagement efforts, they are restricted from instituting unit-level reward or compensatory programs by the collective bargaining agreement between the university's board of trustees and the faculty union.

Taken from College of Arts and Humanities: https://facultyexcellence.ucf.edu/document/college-of-arts-and-humanities-criteria/
Service - "Activity which utilizes professional background and expertise in the community outside of the University"

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Department of Child, Family, and Community Sciences: https://facultyexcellence.ucf.edu/document/child-family-and-community-sciences-t-te-criteria/
Service - "Evidence of service to practitioner related service in schools, agencies, or another appropriate setting."

College of Community Innovation and Education (CCIE): https://facultyexcellence.ucf.edu/document/college-of-community-innovation-and-education-t-tt-criteria/

Evidence of Service* Provide a one to two-page summary of your service activities that includes, service to the college, university, profession, and community, and any other information you deem relevant (e.g., email, invitation letter, thank you letter).
Instructional Designers and Librarians (University-wide): https://facultyexcellence.ucf.edu/document/dossier-contents-2022-23-3/

Service* One-page summary statement of your service activities to the division, unit, university, profession, and community, accompanied by relevant supporting materials.

Annual Evaluations and Procedures are the criteria used for evaluating faculty each academic year. These evaluations are utilized for applications for service, teaching, research, and other incentive awards at UCF. The following are examples of explicit inclusion of community-engagement initiatives.

Integrated Business AEP explicitly acknowledges community-based initiatives. In their document it states the following:

"The chair of the Integrated Business (IB) department will evaluate the university & professional service efforts and achievements of the faculty member for the evaluation period as part of the annual evaluation process. The faculty member's primary goal in service should be advancing the interests and meeting the needs of the IB department, the College of Business Administration, the University of Central Florida, professional and academic organizations related to the IB department's focus, and the local business community. The evaluation of service is not a simple counting of the number or variety of activities; it seeks to measure both efforts expended, and outcomes achieved.:

Also, they state that this evaluation considers activities such as "developing or sustaining a community-focused conference (perhaps in conjunction with other organizations)."
https://facultyexcellence.ucf.edu/document/integrated-business-aesp-2022-23/

UCF's Creative School for Children states that its mission is "Providing Quality Care for Children, and Research Opportunities for Faculty." Their AESP involves substantive awards for community-engagement activities. They explicitly list one area of evaluation that require community engagement: "Understands and engages the UCF College of Community Innovation and Education, our ERCCD partners and the early childhood community."
https://facultyexcellence.ucf.edu/document/creative-school-for-children-aesp/

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?

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As noted in previous questions, community engaged expectations are included across all units of the university under the heading of service. There are a small number of examples related to teaching. At this time, there are no examples of community engagement standards in research in any unit of the university.

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.

The collective bargaining agreement between the faculty union and the university's board of trustees prevents individual units from offering monetary rewards for meritorious achievements. All such awards are administered centrally. They include the Scholarship of Teaching and Learning Award, discussed in response to another question, the Professional Service Award, and the Research Incentive Award. All recognize the importance and value of community engaged scholarship. Within units, faculty are rewarded in promotion and tenure procedures for community engaged work, most often captured in the service category, though individual faculty who conduct community engaged research and innovative teaching through high impact practices and service-learning are regularly recognized in official review documents for their broader impact beyond the campus and students. Specific examples of community engaged tenure and promotion language are provided in response to a difference question.

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.).

Our campus is working regularly to codify clear promotion and tenure standards at every level, and many departments and colleges are increasing their acknowledgment of and emphasis on community engagement in their official standards for teaching, research, and service. While community-based efforts have long been valued and internalized across campus, our documentation of that commitment has not been revised to fully reflect those values, in part because of the many layers of time-consuming negotiation and approval required to make such changes. As department-level standards become more clearly articulated, a wider variety of our community-based activities will become more fully recognized in official campus documents. These activities include our collaborative community performances in the arts and humanities, robust long-term partnerships with K-12 schools in education, community safety collaborations in engineering, environmental research in the life sciences, civic education and collaborative research addressing social concerns in the community among social scientists, and community-based medical research in the health professions. In addition to working directly with department and college faculty groups to help units articulate standards that explicitly recognize a broader variety of activities, including community engagement. This effort demonstrates our institution's ongoing commitment to community-based work and to rewarding and recognizing faculty members for their participation in it.

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

In 2019, the associate dean for research in the College of Community Innovation and Education launched a process with the college's research council to draft a pathway in the tenure and promotion process for faculty who consider their work to include community engagement. The effort is still ongoing, as the pandemic set the timeline for development back, along with the retirement of the college's dean and appointment of a short-term interim dean. The research council is considering an approach anew in this area for consideration by the new dean, who joined UCF in fall 2022. There is no publicly available work product for the emergent proposal, but it is grounded in examples of land grant institutions in the United States that have similar pathways for community engaged scholars.

Though not pertaining to tenure, the Dean of Libraries are involved in amending the Annual Evaluation Standards and Procedures (AESP). Currently service and scholarship endeavors for librarians are self-limited at five percent for each, but the revised AESP document anticipates allowing librarians the option to select up to ten percent for service as well as up to ten percent for scholarship. Librarians' service has always been a significant portion of their work, as evidenced by 2020-2021 UCF Libraries Employee Accomplishment report, which included librarian representation on boards and in other leadership and/or advisory positions in organizations with significant community impact and scope. These include: the American Library Association (ALA), the Asian Pacific American Libraries Association (APALA); the Association of Southeastern Research Libraries (ASERL); the Chinese American Librarians Association (CALA); the Council of State University Libraries (CSUL), the Association of College & Research Libraries (ACRL), Duke University Press, the Editorial Board for ACRL's journal College & Research Libraries, the Florida Academic Library Services Cooperative (FALSC), the Florida Library Association (FLA), the International Federation of Library Associations and Institutions (IFLA), the Orlando Museum of Art, and the UCF Faculty Senate. This anticipated increase in service and scholarship percentages recognizes the importance of service and will factor into promotion decisions. https://stars.library.ucf.edu/lib-docs/301/

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).

According to a survey of university professional staff conducted in fall 2022 as part of the self-assessment process for this application, staff are engaged in professional and voluntary activity that cut across all 17 sustainable development goals. Staff are not always presenting their efforts to audiences external to the university, but they recognize their role in supporting community engagement efforts of the institution. There are, of course, externally facing staff as well.

Below we outline a few examples.

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- The Rosen Tangelo Park Program provides youth who grew up in the underserved communities of Tangelo Park and Parramore with quality early childhood education, support through public school, and full room, board, tuition, and books for any university, college, or skills development school in Florida. Since the program was created, the college graduation success of youth from these communities changed from 9:1 against to 3:1 in favor. For the year with the most recent data (2019-2020), the program is credited with the following outputs: 266 degrees awarded (156 BA/BS, 72 AA, 15 vocational certificates, 24 graduate); neighborhood crime rate reduction by 80%; students leave post-secondary education debt free. See https://alabrava.net/harris-rosen-tangelo-park/

- The UCF Center for Community Schools envisions a world of equitable communities, supporting the needs of the whole child with resources that redefine and expand student success. As a comprehensive resource for the advancement of community schools, the center offers technical assistance, assessment and evaluation, and university assistance, all of which contribute to continuous improvement and better outcomes for students, families and communities. The center promotes the development of community partnerships that include four core partners — a school district, a university or college, a community-based nonprofit, and a healthcare provider, as well as others. This approach is named the Community Partnership Schools™ model. The partners work together to provide a community school with a wide variety of academic support and enrichment opportunities as well as primary medical, dental and behavioral healthcare for the students, the students' families and the surrounding community. The center oversees a rigorous, strengths-based certification process to ensure best practices at Community Partnership Schools. Currently, there are 15 UCF-Certified Community Partnership Schools in Florida, with many others seeking certification. Center staff, Jarrad Plante and Amy Ellis, edited a book on the model, published in 2023-- Community Partnership Schools: Developing Innovative Practice Through University-Community Partnerships (https://link.springer.com/book/10.1007/978-3-031-16404-0). See https://ccie.ucf.edu/communityschools/

- The Lou Frey Institute at UCF houses the Florida Joint Center for Citizenship and is a leading provider of civic education instructional and professional development resources in Florida and beyond. The institute's work promotes the development of enlightened, responsible, and actively engaged citizens through civic education programs that encourage thoughtful debate and discussion about current policy issues; through experiential learning programs that encourage the development of civic and political skills; by working to help strengthen the civic education capacity of Florida's K-12 education system; and through research, policy analysis, and advocacy. The Civic Engagement Initiative was launched during the 2016 fall semester. The focus of the initiative is to promote and support actively engaged citizenship in both the UCF Community and the broader Central Florida Community. To accomplish this, the institute provides mini-grants both to UCF student organizations and community-based nonprofit organizations. See more: https://loufreyinstitute.org/

- The Learning Institute for Elders (LIFE) at UCF exists to enrich the lives of older adults of Central Florida through a wide variety of lectures and experiences introducing current issues and expanding on age-old topics. Participants enjoy the benefits of connecting with UCF students and faculty through UCF sponsored research, volunteer opportunities, and access to UCF athletics and performing arts programs. LIFE at UCF's Curriculum Committee plans approximately 28 weeks of LIFE lectures during the Fall and Spring Semesters. During the summer months, LIFE members can participate in small group activities, zoom lectures and learning opportunities provided by our UCF Partners. These events will be shared via emails and on our website. Fall/Spring classes are held in the Student Union on Tuesdays, beginning at 9 a.m. Lectures (two each session) on an infinite variety of topics are 45 minutes long with a 15-minute question-and-answer period. After each class session, online evaluations are sent to each LIFE member seeking feedback to assist with future programming. UCF faculty comprise over 50% of our speakers. See more: https://lifeatucf.org/curriculum/about/

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Last, we highlight three staff-led publications.
- Stacy Malaret authored the article, "3 High Impact Student Retention Initiatives" (https://www.nsls.org/learning-center/3-high-impact-student-retention-initiatives). Malaret discusses her findings on Living Learning Communities, service-learning, and academic leadership programs.

- Jarrad Plante, Thomas Bryer (faculty), and Haley Winston authored the article, "Creating a Scale for Service: The Volunteer UCF Continuum (https://dl.acm.org/doi/10.4018/IJAVET.2019070104). They discuss the pathway students can take from passive learning to deep engagement and leadership in community work, using data and cases from Volunteer UCF.

- Plante, Jarred, Lauren Murray, Melody Bowdon and Amanda Wolcott. "Perceptions of Service-Learning in the Sunshine State." In Handbook of Research on Transdisciplinary Knowledge Generation. Ed. V.C.X. Wang. Hershey, PA: IGI Global, 2019. (pp. 102-114).

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).

According to a survey of university faculty conducted in fall 2022, faculty are engaged in professional and voluntary activity that cut across all 17 sustainable development goals (SDG). Below are examples that cut across disciplines and SDG areas.

The UCF STAIR (Smart and Trustworthy Air Quality Sensor Network) project is a multidisciplinary undertaking, funded by the National Science Foundation. It includes faculty researchers from the Department of Civil, Environmental, and Construction Engineering (assistant professor Haofei Yu) and the School of Public Administration (assistant professor Kelly Stevens and professor Thomas Bryer). (https://cece.ucf.edu/AirQualityProject/). The research team designed and built low-cost, cyber-secure, solar-powered air quality monitors and installed more than 50 across downtown Orlando. The project started in June 2022. In addition to providing a denser network of air quality information, the team is providing virtual training on air quality data and interpretation, sensor technologies, and data-driven citizen advocacy. Community research participants will engage in a facilitated dialogue to collectively determine how to invest $10,000 into mitigation, advocacy, or education initiatives using the air quality data. Publications include scholarly outputs (Air Quality Enhancement Districts: Democratizing Data to Improve Respiratory Health; https://link.springer.com/article/10.1007/s13412-021-00670-9) and popular outputs (How Democratizing Air Quality Data will Empower Citizens; https://medium.com/3streams/democratizing-air-quality-data-in-response-to-covid-19-96fcb47c10f).

The Day of H.O.P.E began through the community partnership between UCF and one Boys & Girls Clubhouse serving chiefly youth of Color in Orange County in 2019. A national survey was presented to the local organization assessing about 1,400 members' overall club experience. A UCF team analyzed the findings. The needs assessment indicated that club members, ages 9-12, reported more challenges than other age groups relating to emotional safety, physical safety, impulse control, teamwork, and conflict resolution. As a result, with the support of the clubhouse director, the UCF team invited older youth, ages 15-19, to co-develop an intergenerational mentorship curriculum by sharing experiences and recording what they would like to share with their younger selves. The older youth also implemented digital storytelling and short plays on scenarios that imitate positive reactions when faced with situations. Following the pandemic, an assessment of the intergenerational mentoring was scheduled, but tragedy struck when a clubhouse member lost his life due to

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gun violence. As a result, the UCF team, comprised of PhD students clinically trained in social work and led by assistant professor of urban education, L. Trenton Marsh, began working with the students on coping skills during and after losing a loved one. This led to the H.O.P.E. Circle—the Healing Oasis for Peace and Empowerment. It is a youth-led participatory action research project that aims to amplify the voice of the youth on the issue of youth (gun) violence. This effort is ongoing.

Timothy Hawthorne, associate professor of geographic information systems (GIS) in the Department of Sociology, is a 2022 National Geographic Explorer. Inspired by work with students and community partners, in 2015, he founded an internationally-recognized research group called Citizen Science GIS (https://www.citizensciencegis.org/). The group's goal is to connect scientists and society through the use of geospatial technologies to make science more responsive to community concerns. Citizen Science GIS was awarded a 2017 Esri Special Achievement in GIS Award demonstrating the appeal and significance of their public scholarship to broader society. Hawthorne was named a 2022 GIS Hero by Esri for his work. In early 2022, Citizen Science GIS designed and launched the nation's first GeoBus, which is a mobile STEAM learning lab powered by solar on a repurposed 40-foot city bus that provides geospatial technology learning experiences to K-12 youth and teachers across Florida. Geobus thrives on partnerships, including Lynx, 15lightyears, and National Georgrapic Society, GeoBus extends the team's previous STEAM education outreach efforts in their Maps, Apps, and Drones Tour which has inspired over 10,000 youth in Central Florida schools from 2017 to 2021. See https://www.citizensciencegis.org/geobus

Founded in 2017, the Florida Prison Education Project (FPEP; https://cah.ucf.edu/fpep/) is an initiative of UCF that seeks to offer a high-quality undergraduate education to people who are incarcerated in Central Florida. The FPEP provides educational opportunities to incarcerated and formerly-incarcerated people in Florida, researches the societal benefits of prison education and integrates the study of justice into UCF curriculum by: (1) Offering college-level courses to those who are incarcerated and providing those who have been released from prison the opportunity to continue their education; (2) Developing curricular support and engaging UCF faculty and students in prison education and related areas of civic engagement; (3) Supporting research on prison education, recidivism, and mass incarceration, and (4) Making public policy recommendations based on research. Since its founding in 2017, the FPEP has offered 50 classes to 700 incarcerated students at 6 different facilities and donated over 20,000 books to libraries in Florida prisons. The project is led by Keri Watson, associate professor of art history.

The Puerto Rico Research Hub (PR Hub) was established in 2017 following Hurricane Maria, which displaced thousands of individuals and families from Puerto Rico, leading to relocation in Florida. The PR Hub focuses on 4 pillars with emphasis on Puerto Rico: conducting academic research, engaging UCF students, strengthening partnerships, and promoting engagement through community outreach. The hub is led by Fernando Rivera, professor of sociology, and it recently received a further $500,000 external grant to expand its community research. See https://global.ucf.edu/puertorico/

A new "Smart Apartment" equipped with assistive technology is helping individuals with disabilities gain greater independence while preparing students for future roles in rehabilitative care. The room in UCF's Rehabilitation Innovation Center mimics a residential living space and is equipped with a hospital bed, Hoyer lift, television, Nest thermostat, fan, lamp, and window shutters — all of which are bound to smart home technology. The Smart Apartment serves as a training center for patients who have disabilities to learn how to use the technology before installing it in their own homes. The patients are instructed by College of Health Professions graduate students who work under the guidance of faculty. Students receive valuable hands-on learning experience and clinical service hours that are required for the completion of their degree.

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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.

Faculty Excellence organizes a peer mentoring program: BIPOC & First Generation Assistant Professor Mentoring Community. This community supports tenure-earning faculty as they work to achieve tenure. As first-generation faculty, there is no predefined path, and navigating academia can be intimidating and lonely. The literature shows both BIPOC (black, indigenous and people of color) and first-generation faculty can often fall through the cracks and may have difficulty earning tenure. Additionally, many first-generation faculty are also people of color. Dr. Reshawna Chapple leads this cohort as a faculty fellow for participants to define their research and teaching, navigate expectations and connect with other faculty members across campus. https://facultyexcellence.ucf.edu/development/bipoc-first-generation-assistant-professor-mentoring-community/

UCF also subscribes to the resources of the National Center for Faculty Center and Diversity. This is a resource available to all faculty, with a focus on historically underrepresented groups. See the resource here: http://www.facultydiversitiy.org/

Beginning in 2021 Librarians and Instructional Designers, as well as all in-unit employees, were permitted the opportunity to apply for UCF's Research Incentive Award (RIA) which provides recipients with $5000 at the time of the award, and $5000 permanently added to recipients' annual salary effective at the beginning of the succeeding academic year. As women consistently comprise the majority of library faculty on any campus, this recognition and monetary award has made a significant and positive impact on the lives and professional standing of library faculty – and in the inaugural year and again in 2022 female librarians were among UCF's recipients of the RIA.

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.

UCF defines service-learning as "a teaching method that uses community involvement to apply theories or skills being taught in a course. Service-Learning furthers the learning objectives of the academic course, addresses community needs, and requires students to reflect on their activity in order to gain an appreciation for the relationship between civics and academics."

Service-learning is reciprocal and balances student learning with community needs. Faculty and community

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partners establish learning objectives that address social and community needs. A service-learning course blends hands-on community involvement with course materials such as lectures, readings, discussions, and reflection activities.

Students who participate in service-learning acquire a deeper understanding of course content, develop a broader appreciation of the discipline, and gain enhanced sense of civic responsibility. Service-Learning has three core elements:

- Education—Course content is directly connected to the service students are asked to complete.
- Reflection—Intentional, systematic reflection of the experience must take place to thoughtfully connect the service-learning experience with the assigned curriculum.
- Service—Service tasks need to be worthwhile and challenging to strengthen student's critical thinking while fostering civic responsibility.

The basic criteria for designating an existing course as a service-learning (S-L) course at UCF are that it:

- Addresses a need in the community (campus, local, regional, global)
- Meets one or more course objectives
- Demonstrates a clear connection between the service activity and course content
- Involves reciprocity between course and community that results in students' increased civic awareness and engagement
- Involves structured student reflection
- Involves collaboration with an appropriate agency representative
- Involves at least 15 hours of student service to the community

To be designated as a service-learning course, the service-learning activities must be with nonprofit organizations or governmental agencies, including public schools, the philanthropic arm of a for-profit organization, or other initiatives approved by the Faculty Review Committee.

All students in the course must be required to engage in service-learning experiences. The experiences may not be co-op, internship, clinical, practicum and other activities designed to purely meet student learning needs. These experiences, while integral to the student's learning, do not generally meet the service-learning requirements.

The Service-Learning designation can be obtained at either the instructor or course level.

-- Instructor-Level Designation
This type of designation follows the instructor who has submitted their course section for designation. If there are multiple faculty members teaching this course, only the faculty member's course with an instructor-level designation will have the Serivce-Learning Experience course attribute.

-- Course-Level Designation
Departments may submit courses to be designated at the course level. This means that all instructors for the course, whether there is one or multiple instructors, will teach the course in accordance with the Service-Learning Experience designation requirements. Course-level designation means that all sections have common learning outcomes, final outcomes, and similar assessment practices that meet all required components of the SL Rubric.

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Service Learning Course definition: Service-Learning Course Criteria - Experiential Learning (ucf.edu)
Process to become service learning course designated: Service-Learning Course Designation - Experiential Learning (ucf.edu)

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

40 UG / 15 G

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

7 UG / 3 G

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

1.26% UG / 0.68% G

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

38.1% UG / 25% G

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

18

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

1

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

22.72%

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

15.79%

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

131

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

28

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

7.0%

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

24.5%

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

57

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

39

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

3%

d.4. Percent change in number of tenured and tenure-track faculty who taught for-credit community

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engaged courses since last application

2%

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

72

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

32

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

1.6%

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

1.5%

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

2

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

-13

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

0.001%

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

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0%

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

4620 UG / 567 G

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

-3,202 UG / 263 G

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

7.69% UG / 5.76% G

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

-40.94% UG / 86.5% G

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

2021-22

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

The data reported in the previous question are gathered using UCF's Pegasus Mine Information Portal, which provides access to university data and information using a secure domain. Reports are run to provide elapsed and/or current data for use by the UCF community for the purposes of strategic planning, performance measurement, estimating trends, and decision making. The Pegasus Mine Information Portal also allows access to standard reports and rigorous data findings provided by the Office of Institutional Knowledge Management. Reports focus on service learning and other engaged learning student headcounts, student credit hours, course registration and enrollment profiles, degrees awarded, grade distribution, and retention, among other things. The Office of Experiential Learning, with oversight by the Office of Student Success and Well-Being, is responsible for gathering the information each academic year and upon request. The data affect UCF's internal improvement efforts through our Institutional Effectiveness and Continuous Quality Improvement reports. Previously, it also helped shape our Quality Enhancement Plan that focused until 2020 on information fluency—that is, the ability of students to identify a problem or need, gather information concerning the problem

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or need, evaluate the information, and use it to solve the problem or need, as well as communicate the ideas to a larger audience. For external reporting purposes (e.g., presentations to the Board of Trustees and community partners, marketing, and accreditation), the data are useful in communicating the depth and breadth of our commitment to learning practices that are engaged in community-based efforts. The data are also made available to faculty members for research and grant-writing purposes, as well as to outside institutions interested in our model programming.

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

The service-learning designation appears next to each designated course on student transcripts, and eligible students will receive a Service-Learning Certificate designation on their transcripts as well.

Service-Learning Certificate: Students completing four courses and at least 12 credit hours in service learning are eligible to receive the Service-Learning Certificate on their transcript. As of Spring 2022, 158 students have earned the certificate to date, compared to 91 students at the time of the previous application. To receive the certificate, students must self-identify to their academic advisor.

5. Describe how community engagement is integrated into traditional curricular structures by providing at least two but not more than four examples from the following categories. Also, describe what has changed since the last classification (maximum word count 1000).

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

This question is about where in the curriculum community engaged courses are situated. You do not need to provide a comprehensive inventory here – the question asks for at least two, and no more than four, examples across all of the curricular structures in the question. It also asks about what has changed in the examples you provide since your last classification.

The Honors Undergraduate Thesis (HUT) program is the oldest and most prestigious undergraduate research program at UCF. HUT provides juniors and seniors from all disciplines the opportunity to engage in original and independent research or creative activity as principal investigators and independent scholars. Over the course of two to four semesters, students work closely with a faculty committee to research, write, defend, and publish an original thesis that serves as an honors capstone product of their undergraduate career. This thesis is published through the university library and is available to researchers worldwide through electronic databases. In 2021 – 22, 490 students were enrolled in the program and 207 completed their thesis. In 2021-22, numerous theses were focused on community-engaged research projects. Examples include:

- Ecological Storytelling In Traditional And Modern Resource Management Systems In Maine (Environmental Studies)
- The Relationship Between Methadone Familiarity and Methadone Opinions Among Community Corrections Staff (Health Management and Informatics
- The Deaf Community and Their Preferences in a Clinical Psychological Setting (Psychology)

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- Mental Health Attitudes and Knowledge Among Shia Muslims in America (Psychology)
- Public Transportation in Central Florida: Setting the Tone for Public Rail Use (Public Administration)
- Parallel Systems of Health Care: How Grassroots Organizations and Health Care Perceive Farmworker Health (Anthropology)

General Education. Efforts continue to whet student appetites for community engagement through their general education experiences. The university has developed a focus on a unifying theme, while also beginning to develop other potential points of involvement. In 2007, students were asked what they cared about, and the university responded by creating a unifying theme to address the issue. Originally, the theme concerned only the General Education Program and focused on discussion and reflection about the environment and global climate change. Now, the theme encompasses the entire Undergraduate Studies program, so that students at every level of academic experience have the opportunity to participate in a rigorous, interdisciplinary examination of our planet, education, and future as affected by the environment and global climate change. A series of related projects have involved student participation: Environmental Film Series: During each screening, a documentary is shown followed by a discussion reflecting on the facts presented in the film. Art Scholarship Exhibit : All entries were displayed throughout the month of April (https://healthprofessions.ucf.edu/news/student-artists-with-autism-share-art-at-ucf-celebrates-the-arts/). Other art exhibits: (https://healthprofessions.ucf.edu/news/ucf-art-exhibit-celebrates-unique-talents-of-those-with-asd/).

First Year Experience Courses. UCF offers several first-year experience courses that serve two main functions: (1) to assist student engagement and integration into the campus community and (2) to provide career and major guidance. Enrollment in these courses has remained relatively consistent since the original application, but most of these courses have strengthened the community engagement aspects of their curricula. In Fall 2012, 7,470 volunteer hours were completed compared to Fall 2022.

6. Describe how community engagement is integrated into the following academic activities offered for credit and/or required by a curricular program by providing one or two examples from the following categories. Also, describe what has changed since the last classification.
- Student Research
- Student Leadership
- Internships, Co-ops, Career exploration
- Study Abroad/Study Away
- Alternative Break tied to a course
- Campus Scholarship Program

- Internships, Co-ops, Career exploration Study Abroad/Study Away.
Working together, Study Abroad and Experiential Learning has developed an international internship program at the Barcelona Center. Students from all majors earn UCF credits by working on projects for a Barcelona-based organization. The class group has weekly meetings with the UCF faculty advisor and collaborates 32 hours per week as an intern. The weekly meetings with the UCF Faculty advisor consists of guest speakers in the Barcelona community, where UCF students share the classroom with local Spanish students as well as other international students. This course culminates in a presentation to the internship organization of a project which the intern developed and implements on their own or in conjunction with other interns. The planning for this program started in the preceding years and will launch in summer 2023.

- Student Research.
The Office of Undergraduate Research supports research and creative scholarship across campus. During the 2021-22 academic year, we documented 1914 unique students doing directed independent research (DIR) with our faculty and another 3141 students taking our Research Intensive (RI) courses. Many of these projects are

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community-based research guided by UCF faculty experts. For example, at the Student Scholar Symposium in April 2022, these were just a few of the 277 presented projects that had defined community work:

-- Narratives of Migration Experiences: Relations Identity Development and Psychological Well-Being (faculty mentor: Widaad Zaman, Psychology)
-- Assessing Food Retail Environments around Head Start Programs and Daycares in Greater Orlando (faculty mentor: Yingru Li, Sociology)
--Assessing Spatial Accessibility to Community-Based Food Assistant Program Considering Social Vulnerability Index and Public Transportation I Orlando (faculty mentor: Yingru Li, Sociology)
-- Examination of Microplastic Profusion From Stormwater Outfalls in the Indian River Lagoon (faculty mentor: Linda Walter, Biology)
-- COVID-19: Views on Seriousness, Handling/Response, and Behaviors of Undergraduate Students at the University of Central Florida (faculty mentor: Jacopo Baggio; Politics, Security, and International Affairs)
-- Low Wages and COVID-19 Mental Health Consequences for College Students (faculty mentor: Hyung Park, Sociology)

Several of our RI courses also have community-based research themes, especially in the areas of biology and humanities, like Dr. Walter's work with DIR, she has students work on local concerns with microplastics and water quality during her Advanced Marine Biology course. Dr. Patrick Bohlen's course focuses on Honey Bee Biology and Beekeeping with a focus on central Florida. Dr. Amelia Lyons (History) runs a version of the History and Historians course that focuses on recovering the stories of Floridian veterans

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.

UCF began as an outgrowth of community and now is an integral and critical part of the community. Curricular changes have escalated in the past five years, as demonstrated by the cataloged activities in this application, driven by an ethic of access, involvement, and partnership. In almost any university activity, there is a connection to the community, an appreciation of the unique opportunities Central Florida affords our students and faculty, and toward action through processes that increasingly engage them in constructive and educationally purposeful interaction with the community. Beyond the habit of behavior and the presence of participation, we have built essential institutional components that assist in fulfilling engagement goals. The creation and sustenance of educational opportunities through so many different types of institutional entities have magnified the capabilities of individuals across campus. The university thrives on engagement, and if one instance of institutional presence and action were to be described here, a hundred more would deserve mention. Thus, the state of engagement is excellent, but we believe it can be even better. We are expanding programs that have proved successful in attracting and articulating engagement as core to their existence.

The College of Medicine is reaching into the community through activities of students and professors. For example, the KNIGHTS (Keeping Neighbors In Good Health Through Service) Clinic serves Orlando and neighboring communities through direct health care services, health promotion, disease prevention, social support, case management, and appropriate referrals to medical and social resources in the community. See KNIGHTS Clinic – Keeping Neighbors In Good Health Through Service (ucf.edu)

The LEAD Scholars program is an excellent example in which students requested additional community experience. In LEAD Scholars Academy previously courses were disjointed and were found in the various

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colleges, allowing colleges to dictate the curriculum for their courses. In 2010 all leadership courses were combined and placed within Interdisciplinary Studies along with the creation of a leadership studies minor. After this change, the LDR classes began officially designating sections as service-learning and adopted the social change model of leadership as the recognized leadership model for LDR classes. Today, all LDR classes are service-learning designated and focus on social change as the theoretical framework. In the future the LEAD Scholars Academy is aspiring to hire full time faculty and implement a leadership studies major for the university. Website: lsa.sdes.ucf.edu

The whole of the UCF Downtown campus is oriented towards engagement with communities in Orlando. Efforts are being extended in participation through Study Abroad and bringing international students into the campus community to broaden perspectives and extend the reach of our engagement efforts. And these are only a few examples of a shared ethic of cultural, social, and economic improvement. The university's direction is clear: To be intellectually and academically involved means being engaged in the larger community.

SECTION 11: Co-Curricular Engagement

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

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

- Community service projects - within the campus

-- Greek Life:
Each year, Greek Life chapters participate in philanthropic and community service experiences. One such experience is the annual Trick or Treat on Greek Street, which partners with the local community and the Boys and Girls club to provide a trick or treating experience for children. Dozens of fraternities and sororities provide games, activities and candies to students who wish to participate. The office also sponsors large inflatables for students to experience in Lake Claire Park. Fraternity and sorority members contributed 3466 service hours in 2020-2021 and increased to 24,253 service hours in 2021-2022.

-- Pantry and Arboretum (within campus community service):
The Knights Helping Knights Pantry is a student-run organization on campus that provides food, toiletries and clothing for UCF Knights who have financial hardship. Students can receive up to five items a day, in order to

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help them stay successful on campus, meeting their basic needs. 1,166 service hours were completed in 2020-2021 to help the pantry stay open to 1,795 visits from students last year. In this year 34,997 pounds of food were distributed. In 2021-2022 the pantry distributed over 60,000 pounds of food with 26,000 student visits during the year. The pantry also receives produce donations from the arboretum on campus and food donations from local grocery stores. The pantry also accepts donations from UCF campus employees and partners in order to keep their shelves stocked. Since the last submission, UCF also opened up a downtown campus pantry and saw 800 pounds of food donated last year and 1000 backpacks created for underrepresented schools.

The Arboretum provides opportunities to explore and learn about the plant life and other natural wonders of our beautiful campus. This green space allows students to learn about the outdoors, while providing opportunities to grow fruits, vegetables and maintain a community garden to help in campus natural land development.

- Alternative Break-domestic:

The Alternative Break Program at UCF is a student-run organization that receives funding from the Student Government Association. Student-leaders plan and implement trips off-campus during Memorial Day, Winter Break, MLK Weekend, and Spring Break. Trips are focused on a variety of social issue areas ranging from food-insecurity to immigration. Student leaders collaborate with a community partner to focus each trip on direct-service, reflection, and immersive experiences. Faculty and staff Advisors accompany students to ensure students receive support and manage risk. In 2020-2021, the Alternative Break Program completed 5 trips. In 2021-2022, the Alternative Break Program completed 6 trips (4 in the Fall and 2 in the Spring). 60 total participants completed around 30 hours of service per person. No international trips were held in 2020-2021 and 2021-2022 due to COVID restrictions.

A number of programs listed in the last application are still operating successfully:
•Small Business Development Center (http:/ /www.bus.ucf.edu) •Teaching Academy (http:! /academy. ucf.edu/) •Toni Jennings Exceptional Education Institute (http:/ /tjeei. ucf.edu) •Athletic Training Center and Clinics (http://cohpa.ucf.edu/centers clinics) •Knights Give-Back Day (http:/ /osi.ucf.edu/knightsgiveback) •Knight-Thon (http://osi.ucf.edu/knight-thon) •LEAD Scholars Volunteer (incorporates Social Change Model of Leadership; each student volunteers 10 to 75 hours per semester) (http:/ /lead.sdes.ucf.edu)

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

UCF uses Knight Connect (Campus Labs) for our internal co-curricular engagement tracking system. "Knight Connect" has over 24,275 involved campus users that can register for programs and track service hours using the system. Students who sign up for community engagement programs via Knight Connect will have their service hours reflected on their co-curricular transcript on Knight Connect.

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

1. Describe the curricular and co-curricular developmental pathways through which students can

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progress to increasingly complex forms of community engagement over time.

In 2019, UCF staff and faculty (Jarrad Plante, Thomas Bryer, and Haley Winston) published an article in the International Journal of Adult Vocational Education and Technology that described the Volunteer UCF (VUCF) continuum, which serves as the developmental pathway through which students can progress to increasingly complex forms of community engagement. The continuum adapts the Active Citizen Continuum designed by Break Away, a nonprofit organization. Students begin as members of a community who not concerned with their individual role in addressing social challenges. Through coursework and co-curricular engagement and education through VUCF, students increase their awareness and civic identity as part of a broader community.

Students progress to the role of volunteer. They have basic information on the issues but have a commitment to engage, deepening their sense of self and personal efficacy. From here students progress to the role of conscientious citizen, where they are actively asking not what can they do to address challenges as volunteers but why the challenges are so complex and deep rooted. After probing the question of why and considering underlying policy dilemmas, students evolve into active citizens, where citizenship is a way of life.

In practice, VUCF seeks to engage students from the time they enter the university. Direct outreach through social media, classroom visits and other tools expose students to the opportunity to volunteer across a range of social, economic, and environmental areas of concern. The first engagement for students is usually in a one-time service event, and VUCF leaders actively leverage positive experiences in the event to encourage continual volunteerism. With this commitment, students are mentored to take on leadership roles by joining a committee focused on a specific issue of concern in the community, with some rising further to lead a volunteer team and to serve as an administrative leader of VUCF. These experiences prepare students for post-graduation volunteerism and civic involvement, cutting across all dimensions of the continuum.

Another example is found in the LEAD Scholars Academy. Here, students progress from introduction to leadership, intermediate leadership, advanced leadership and capstone leadership-creating a smooth pathway from novice to experienced leadership development knowledge. In the first semester, students learn about the Indvidual values of leadership, congruence, consciousness of self and commitment through the social change model. In the second semester, students dive into the intermediate leadership values-controversy with civility, common purpose and collaboration. Students will implement a small group project and present this in the service-learning showcase. In advanced, students focus on the societal values-taking a section focused on their passion with service and learn more about the disparities in that area and serve a population that relates to the topic (ie-students may take a class focusing on individuals with special needs and serve in an autism focused after care program). In Capstone students return to individual values and integrate that with their career development goals in an effort to prepare them for internships, graduate school and full time employment while serving in a community that may relate to their major.

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.

Volunteer UCF (VUCF) and the Alternative Break Program are student run, university funded organizations with a combination of paid student leadership roles and volunteer positions. The program has 4 paid student leaders that plan and implement programs. Student leaders are both self-assessed and assessed by an advisor

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using the VUCF continuum described in response to the previous question. LEAD Scholars Academy is notated on the transcript once a student completes at least four academic courses in leadership studies and students are also recognized at graduation with a medallion, being asked to stand and having their names listed in the commencement booklet. Service-learning courses are noted on transcripts and if students complete the service-learning certificate this is also noted on the transcript (12 credit hours of service-learning designated classes). Students are also recognized if they participate in the service-learning showcase, allowing students in service-learning courses to talk and showcase their service to the community at the end of the fall and spring semesters. Winners from the showcase are awarded scholarships funded by Student Government.

Students can take leadership roles in VUCF. The organizational structure of the VUCF board of directors consists of the Student Director and Assistant Student Director, a marketing team, and social topic directors, who are the leaders that plan and execute educational and service events for the student body. Student leaders become expert educators in one of twelve topics: animal awareness, arts and recreation, civic engagement, different abilities, education and literacy, elderly and veterans awareness, environment, health, humanitarian relief, hunger and homelessness, relationship violence awareness, and youth mentoring. The social topic directors work with their respective committee members to plan and implement educational and episodic community service events around their topic to engage the campus and larger community.

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.

UCF Downtown and Valencia College Downtown have partnered with OCPS ACE, a local k-8 school across the street from the campus, to create a Downtown Engagement Plan in which we educate, engage, and excite OCPS ACE students about post-secondary education. The plan was established this summer with implementation beginning this Fall. Within this plan students will get better exposure and engagement experiences on the downtown campus as well as providing programming and information to them and their parents at the school. Students from 5th and 8th grade will have an opportunity to spend the day on campus for one of the engagements. They will have their OCPS classes taught for the day on the UCF/VC Downtown Campus.

The Office of Student Involvement Volunteerism and Community Engagement team is restarting an older program called "Community Connectors." The purpose of the Community Connectors and the Community Builders program is to provide a connection between UCF students and the greater Orlando community with the goal of developing meaningful service opportunities that contribute to measurable results and systemic change through capacity building – service-learning (SLS, LEAD Scholars), long-term service, federal work-study, etc. Meaningful service opportunities are understood to be sustainable service projects that educate students on root causes of social issues as they relate to specific communities. In previous years, the program was meant to support students who had an interest in committing to one community partner for an extended period. In this new form, Community Connectors will still have this focus, but will now have the option to support students who are seeking career-focused volunteer opportunities.

A Community Connector(s) is a full-time student who may be receiving federal work-study funds. The Community Connector's responsibility is to link interested students with community organizations that best fit their interests, talents, and majors. The Community Builders program works with numerous community agencies that are willing to utilize UCF student volunteers to complete various service tasks as requested by the agencies. Volunteerism through our Community Builders program allows students to gain valuable knowledge

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and experience, make new connections, and have a great time all while benefiting the local Central Orlando community.

SECTION 13: Community Engagement and other Institutional Initiatives

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

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

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

According to a survey of university faculty conducted in fall 2022, faculty are engaged in professional and voluntary activity that cut across institutional priorities listed in the previous question. Based on 73 responses, 58 projects focused on outreach activities; 35 initiatives were concerned with campus diversity, equity, and inclusion goals; 28 efforts addressed social innovation that reflects the principles and practices of community engagement; 25 projects aimed at student retention and success; 22 projects concerned lifelong learning; 18 initiatives focused on developing skills for engagement in dialogue about divisive issues; 17 efforts aimed at issues related to IRB; and, 15 or fewer projects addressed broader impact of research, campus food security, and encouraging voter registration and participation. Below are examples that cut across disciplines, SDG area, and institutional priority.

According to a survey of university staff, personnel are engaged in professional and voluntary activity that cut across all institutional priorities listed in the previous question. Based on 33 responses, 16 projects pertained to student retention and success; 12 focused on campus diversity, equity, and inclusion goals; 14 concerned outreach activities; 7 focused on lifelong learning; and, 5 or fewer projects focused on each of the following: campus food security, development of skills and competencies to engage in dialogue about divisive issues, efforts that support federally funded grants for Broader Impacts of research activities, social innovation that reflects principles of community engagement, and campus IRB guidance.

In the area of lifelong learning, the Learning Institute for Elders (LIFE) at UCF exists to enrich the lives of older adults of Central Florida through a wide variety of lectures and experiences introducing current issues and expanding on age-old topics. Participants enjoy the benefits of connecting with UCF students and faculty through UCF sponsored research, volunteer opportunities, and access to UCF athletics and performing arts

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programs. LIFE at UCF's Curriculum Committee plans approximately 28 weeks of LIFE lectures during the Fall and Spring Semesters. During the summer months, LIFE members can participate in small group activities, zoom lectures and learning opportunities provided by our UCF Partners. These events will be shared via emails and on our website. Fall/Spring classes are held in the Student Union on Tuesdays, beginning at 9 a.m. Lectures (two each session) on an infinite variety of topics are 45 minutes long with a 15-minute question-and-answer period. After each class session, online evaluations are sent to each LIFE member seeking feedback to assist with future programming. UCF faculty comprise over 50% of our speakers. See more: https://lifeatucf.org/curriculum/about/

In the area of training for participation in civil dialogue regarding divisive issues, both the Ginsburg Center and the Faculty Center for Teaching and Learning provide resources and training to faculty and the university campus community on facilitating civil discourse. One example of class-embedded activity is from a Master of Public Administration capstone course. Professor Thomas Bryer teaches the course with a facilitated public conversation as the core class activity, in which students join with up to 70-80 "strangers" from the community to engage in civil discourse. Students develop skills in civil discourse before going into professional practice, and community members have an opportunity to experience the same phenomenon and draw connection to the university in a manner that removed any preconceived notions about university bias. In the past few years, topics of conversations have been systemic racism, teaching Critical Race Theory and related concepts, and COVID-19 vaccine participation. Bryer authored an op-ed in the Orlando Sentinel describing the process, "Finding Common Ground in the Company of Strangers": https://www.orlandosentinel.com/opinion/guest-commentary/os-op-learning-from-our-differences-20201212-qqtj2vwgvfgwzcbzmejixn46iq-story.html. The effort is further written up as a book chapter in a book co-edited by Bryer, Teaching Democratic Ideals to Public Affairs Students: https://www.routledge.com/Teaching-Democratic-Ideals-to-Public-Affairs-Students-Findings-and-Reflections/Bryer-Shaffer/p/book/9781032260815

In the area of social innovation and entrepreneurship, we can look to Timothy Hawthorne, associate professor of geographic information systems (GIS) in the Department of Sociology, is a 2022 National Geographic Explorer. Inspired by work with students and community partners, in 2015, he founded an internationally-recognized research group called Citizen Science GIS (https://www.citizensciencegis.org/). The group's goal is to connect scientists and society through the use of geospatial technologies to make science more accessible and responsive to community concerns. Citizen Science GIS was awarded a 217 Esri Special Achievement in GIS Award demonstrating the appeal and significance of their public scholarship to broader society. Hawthorne was named a 2022 GIS Hero from Esri for his work leading Citizen Science GIS. In early 2022, Citizen Science GIS designed and launched the nation's first GeoBus, which is a mobile STEAM learning lab powered by solar on a repurposed 40-foot city bus that provides geospatial technology learning experiences to K-12 youth and teachers across Florida. Geobus thrives on partnerships, including Lynx, 15lightyears, and National Georgrapic Society, GeoBus extends the team's previous STEAM education outreach efforts in their Maps, Apps, and Drones Tour which has inspired over 10,000 youth in Central Florida schools from 2017 to 2021. See https://www.citizensciencegis.org/geobus

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

As a decentralized institution, most community engaged projects occur at the unit or individual level. Yet, units and individual staff and faculty recognize that their efforts are inextricably linked to the success of the whole institution, not just their one project, however time limited it might be. This decentralization has fostered a spirit

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of innovation and entrepreneurship that has produced long-standing and sustainable partnerships, as well as measurable outcomes and impacts for communities and community stakeholders. This spirit has been a hallmark of UCF since its founding and persists today.

As an institution, we can improve our systems to measure the benefits (or harms) that come to other institutional priorities as a result of the community engaged efforts of faculty, staff, centers, institutes, and so on. Those faculty and staff who self-define as community engaged scholars do so with full awareness that how they relate to and perform their duties with and within communities will affect stakeholder and partner perceptions of the whole institution. Negative perceptions can diminish pursuit of other institutional priorities (those listed and those embedded in the university's strategic plan), just as positive perceptions can do the opposite.

This is no more true than at the UCF Downtown campus, discussed at some length in this application. The campus is in the heart of a historically Black, poor, and underserved neighborhood. For many residents and organizations (business and nonprofit) in the neighborhood, the campus will be the first interaction with the university. Efforts to cultivate future students and uplift the neighborhood must be enacted strategically, patiently, and with all consideration for the interests and concerns of those who have been in the neighborhood for generations. Thus, at UCF Downtown and for the whole university, we will strengthen training and capacity building to ensure successful community engaged practices are implemented that are based on mutuality and reciprocity.

As we continue to embed community engagement in university systems and processes, strategically we recognize the necessity of finding the balance between cultivating a spirit of innovation and entrepreneurship across faculty and staff, and, on the other hand, establishing systems to ensure the work that is occurring with and within communities allows the university to achieve its ultimate mission of unleashing the potential of individuals and communities. The centrality of successful community engagement for achieving all other institutional priorities cannot be understated.

SECTION 14: Reflection and Additional Information

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

At the conclusion of the self-study process, the 29-member taskforce convened for a final group reflection on the process and what learnings, insights, or unexpected findings developed across the process. The most enlightening and encouraging insight was that UCF is what Taskforce members consider to be a grassroots civic campus (to use the classification scheme advanced by Bryer, Pliscoff and Connors, 2020 – Promoting Civic Health through University-Community Partnerships, published by Palgrave MacMillan).

In practice, this means taskforce members observed significant passion for community engaged scholarship and practice throughout the university, bubbling up in sometimes unexpected places. Without any evidence to the contrary, taskforce members noted that individual passion for community engagement was never downplayed, nor were there professional consequences for any individual pursuing a community engagement agenda. There might not always be specific awards or recognitions, but there are typically layers of financial and non-financial support for faculty and staff who implement community engagement initiatives.

This was part of the critique of what taskforce members observed and is typical of the grassroots civic campus. Socialization and passion are high across the university for engagement with the community, but there are not

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always institutional systems and practices in place to fully leverage the passion for the benefit of the community or to promote and reward faculty, staff, and students specifically for their community engagement efforts. As is written throughout the application, the lack of centralized structures and systems does not mean there is an absence. Indeed, some units of the university are exemplars of community engagement practice. Through the self-study process, we have learned more about who those exemplars are and commit to learning more about them with an aim to adapt good practices to other contexts throughout the university.

Taskforce members further reflected that the lack of centralized process can impede efficient data collection, analysis, and sharing about community engagement. In this area too, taskforce members agree the university can do better to align multiple databases to tell the stories we know exist starting at the grassroots: impact in and with the community is happening.

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.

Members of the taskforce utilized all resources made available from the Carnegie Foundation for guidance on the questions. Without such guidance, we might have aimed our responses in a manner not intended by the question. We did not utilize an external consultant. Instead, funds were made available to provide a faculty fellow release from teaching to focus on the self-study. The fellow was named following a competitive application process, as was a graduate assistant to support the fellow. A taskforce consisting of 29 members was formed along three dimensions: (1) executive committee, (2) campus context, and (3) faculty, staff, students, and partners. Each group took responsibility for finding data sources and consulting with other officials which allowed for the preparation of responses.

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.

Missing from our 29-member taskforce were students and community members. However, taskforce members engaged with representatives of these groups during the process. Though they were not at the taskforce table, both groups were actively engaged.

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.

No

6. (Optional) Please provide any suggestions or comments you may have on the application process

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for the Elective Classification for Community Engagement.

No suggestions.

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

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

Please respond to A, B, or C below:

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

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

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

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

Partner #1

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Community Partner Name	**Brevard Public Schools**
Community Partner Contact	**Rita Vivaldo**
Email	**Vivaldo.rita@brevardschools.org**

Partner #2

Community Partner Name	**Central Florida Foundation**
Community Partner Contact	**Sandi Vidal**
Email	**Svidal@cffound.org**

Partner #3

Email	**Tara.Hormell@chsfl.org**
Community Partner Name	**Children's Home Society**
Community Partner Contact	**Tara Hormell**

Partner #4

Email	**Egray@christianservicecenter.org**
Community Partner Name	**Christian Service Center**
Community Partner Contact	**Eric Gray**

Partner #5

Email	**Michael.hess@cityoforlando.net**
Community Partner Name	**City of Orlando (Sustainability, Resilience, and the Future-Ready City Initiative)**
Community Partner Contact	**Michael Hess**

Partner #6

Email	Marcia.goodwin@cityoforlando.net
Community Partner Name	City of Orlando (Office of Community Affairs)
Community Partner Contact	Marcia Goodwin

Partner #7

Community Partner Name	Florida Department of Corrections
Email	RayM.Childs@fdc.myflorida.com
Community Partner Contact	Ray Childs

Partner #8

Community Partner Contact	Dale Brill
Email	DBrill@habitatorlandoosceola.org
Community Partner Name	Habitat for Humanity of Orlando and Osceola County

Partner #9

Email	JaKiya.Bell@hfuw.org
Community Partner Name	Heart of Florida United Way
Community Partner Contact	JahKiya Bell

Partner #10

Community Partner Contact	Glen Providence
Email	Glen@hebninutrition.org
Community Partner Name	Hebni Nutrition Consultants

Partner #11

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Community Partner Name	Hispanic Chamber of Commerce
Email	Gortigoni@hispanicchamber.net
Community Partner Contact	Gaby Ortigoni

Partner #12

Community Partner Name	Mt. Zion Missionary Baptist Church
Community Partner Contact	Rev. Robert Spooney
Email	mountzion1@cfl.rr.com

Partner #13

Community Partner Name	Orange County Government
Community Partner Contact	Byron Brooks
Email	Byron.brooks@ocfl.net

Partner #14

Community Partner Name	Second Harvest Food Bank
Community Partner Contact	Karen Broussard
Email	Kbroussard@feedhopenow.org

Partner #15

Community Partner Name	The Sharing Center
Community Partner Contact	Nina Yon
Email	Nina@impacthomelessness.org