

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

## Application Deadline

May 1st, 2023 at 11:59 PM CST

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## Data Provided

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

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## Use of Data

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

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## Community Engagement Definition

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

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

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

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

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

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## Primary Applicant's Contact Information

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

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**City**

Pensacola

**State**

FL

**Zip Code**

32514-5750

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

Dr. Martha D. Saunders

**President/Chancellor's Email Address**

presidentsoffice@uwf.edu

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

8304

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

1904

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

1842

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

352

**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.**

The University of West Florida (UWF) has institutionally sanctioned the Carnegie definition and purpose statement for community engagement, and it is located on UWF's Community Engagement homepage:

"the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good."

In 2013, a workshop was facilitated for faculty and staff focused on establishing an official definition of community engagement. Based on the feedback received, the Carnegie definition of community engagement was adopted as the primary institutional definition. Community engagement at UWF is further defined by the four categories below.

Curricular Engagement refers to all credit-earning service learning or community-based learning including field studies, internships, clinical work, and practicums at the graduate and undergraduate levels. During the 2015 application cycle, UWF was operating under a multi-faceted definition of service learning. Since that time, a formal definition of service learning has been established. Service learning is now formally defined as, "a combination of community service with classroom instruction, focusing on critical, reflective thinking as well as personal civic responsibility. Service learning programs involve students in activities that address global needs while developing their academic skills and commitment to their community." The process for establishing this definition is described in section 7, question 3.

Community Partnerships refer to UWF's commitment to engaging in mutually beneficial collaborations with organizations in the community. Partnerships are described as relationships grounded in an understanding between UWF faculty, staff, and community representatives regarding each other's long-range goals, needs, resources, and capacity for developing and implementing community engagement activities that leverage opportunities and respond to changing needs; advance educational, cultural, and economic development; and enhance the quality of life for the citizens and communities UWF serves.

Institutional Commitment and Enrichment Initiatives refer to the institutes, centers, and activities demonstrating UWF's commitment to enhancing the quality of life in Northwest Florida. Examples include the Center for Cybersecurity, Center for Supply Chain Logistics, and the parkrun that occurs on campus every Saturday.

Service and Citizenship includes an array of initiatives supporting UWF's commitment to community service and active citizenship for positive social change. This category also refers to service and citizenship engaged in by individual faculty, staff, and students on campus and in the community.

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These definitions are used across the institution to guide and report on community engaged activities within specific colleges and divisions, to determine community partnerships to spotlight, to establish common Student Learning Outcomes for community engaged High-Impact Practices (HIPs), and for a variety of other institutional initiatives.

UWF's Community Engagement Definition can be found by visiting <https://uwf.edu/academic-engagement-and-student-affairs/departments/community-and-employer-engagement/community-engagement/>.

**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.**

Established in 1963, UWF opened as an upper division school in Fall 1967. Today, UWF is a regional comprehensive university with over 9,200 undergraduate and 4,200 graduate students; 62% identify as female; 38% identify as male; 39% are students of color; the median age is 25 for undergraduate students and 34 for graduate students; and approximately 70% of students receive financial assistance. UWF students originate from locations both domestic and international; the top three states are Florida, Alabama, and Georgia; and the top three countries are Brazil, India, and Germany.

UWF's main campus is located in Pensacola, Florida, but university administration is intentional in expanding beyond the main campus to establish a strong presence in Pensacola and surrounding communities. UWF operates over 30 properties on eight acres in historic downtown Pensacola, the Arcadia Mill archeological site in Milton, Florida, and the Emerald Coast Campus in Fort Walton Beach, Florida. The properties in downtown Pensacola include museums, centers, and monuments that serve as living laboratories for students interested in history, archeology, and tourism. UWF also operates WUWF, a public radio station delivering information about the University's resources to thousands of listeners daily who may otherwise be isolated from happenings on campus and in the community.

UWF prides itself on small class sizes (average size of 27:1) allowing individualized instruction and opportunities for HIPs. The University is accredited by the Southern Association of Colleges and Schools (SACSCOC), and many academic colleges and programs are nationally accredited by the agencies dedicated to reviewing those disciplines. UWF is organized into five academic colleges: College of Arts, Social Sciences and Humanities (CASSH); College of Business (COB); College of Education and Professional Studies (CEPS); Hal Marcus College of Science and Engineering (HMCSE); and the Usha Kundu, MD College of Health (UKCOH).

A major engine of growth and development, UWF has an economic impact stretching far past campus, into Northwest Florida and beyond. UWF is an economic driver for the eight counties comprising Northwest Florida, generating more than \$1B in total annual sales for the regional economy. In partnership with regional economic development offices, UWF coordinates and oversees the Industry Resilience and Diversification Fund, a program that distributes millions of dollars in funding to businesses seeking to create jobs in Northwest Florida. UWF supports more than 9K jobs in the region that are either directly or indirectly related to the University.

Community engagement is encouraged and supported by UWF administration. In 2017, Dr. Martha D. Saunders became the sixth president of UWF. Under her leadership, CASSH presents the Downtown Lecture Series showcasing scholars who promote the value of the liberal arts in building and sustaining contemporary culture.

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Additionally, President Saunders established the Center for Cybersecurity which is now the regional hub for cybersecurity education and research bringing together faculty, students, and community partners across the region. University leadership is focused on embedding UWF into the Pensacola community and beyond, and establishing and maintaining robust community partnerships that are beneficial to all stakeholders.

### **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.**

UWF's main campus spans 1,600 acres and is located minutes away from historic Pensacola and some of the world's most beautiful beaches. Pensacola is located in the Panhandle of Florida in Escambia County. UWF also works closely with neighboring Santa Rosa and Okaloosa counties. According to the 2020 Census, Escambia, Santa Rosa, and Okaloosa counties had combined populations of more than 721,000. The average breakdown for the three counties by demographic was:

White- 70%; Black or African American- 11.9%; Hispanic or Latino- 7.8%; Two or More Races- 6.3%; Asian- 2.7%; American Indian & Alaskan Native-0.5%; Some Other Race- 0.6%; Native Hawaiian or Other Pacific Islander- 0.2%

Pensacola was established in 1559 by Don Tristan de Luna and Spanish settlers, and it is known as America's First Settlement. There are a significant number of historical attractions in Pensacola, many of which are owned and operated by UWF. The majority of these attractions are open to the community including the Colonial Archaeological Trail, Pensacola Children's Museum, Pensacola Museum of Art, and Old Christ Church.

There are three distinct areas that define the Pensacola Community: Pensacola Beach, Downtown Pensacola, and Naval Air Station (NAS) Pensacola. Pensacola Beach is home to Fort Pickens, a historic military fort and a research site for UWF students. Another popular attraction on Pensacola Beach is Gulf Islands National Seashore, a national park with a rich history and many opportunities for students to engage in research. Downtown Pensacola is home to the historical district with multiple parks, art and cultural experiences, and event venues. Palafox Street is located in Downtown Pensacola and features an eclectic mix of architecture, an array of local businesses, and a waterfront park. Students engage in many HIPs in Downtown Pensacola providing the experience needed for future employment. Pensacola is also home to NAS Pensacola which is known as the "Cradle of Naval Aviation" and is home to the renowned Blue Angels flight demonstration squadron. UWF is dedicated to supporting military and veteran students and has been ranked "Best Colleges for Veterans- Regional Universities South" by U.S. World News and Report.

Another primary partnership community for UWF is Santa Rosa County. Santa Rosa County has seen remarkable growth in population in recent years and is quickly becoming a tourist destination. It is well-known for high-performing schools allowing a natural partnership between the school system and UWF's School of Education. UWF also partners with Okaloosa County on many initiatives and programs; Eglin Air Force Base and Hurlburt Field are located in Okaloosa County, further increasing the military and Veteran population in the area.

More than 80% of UWF students originate from Escambia, Santa Rosa, and Okaloosa Counties, and many students choose to stay local after graduation. Some of Escambia County's top industries include cybersecurity/information technology, financial services, healthcare, and hospitality. UWF is strategic in offering degree programs that align with these industries to ensure graduates are prepared to meet the workforce needs in the area.

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**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.**

Regional comprehensive universities focus on providing equitable access to higher education and supporting the local and regional economies in which they operate. UWF was founded as a regional comprehensive university, and it continues to stay true to that classification today. The structure of community engagement activities at UWF has evolved over time, but there continues to be a strong emphasis on partnering with and serving the community. Currently, community engagement at UWF is decentralized with a centralized place for data collection and assessment.

When UWF was awarded the Carnegie Community Engagement Classification in 2015, the Office of Community Engagement (OCE) in the Division of Academic Affairs oversaw institutional community engagement. In 2017, the Career Services office was reimagined into the Office of Career Development & Community Engagement (CDCE). The goals established for OCE aligned well with the goals of the new CDCE, so oversight of community engagement was realigned to CDCE. CDCE reports to the Division of Academic Engagement and Student Affairs (DAESA) which houses a broad range of programs and services including involvement experiences, student support services, academic and learning resources and high-impact learning opportunities that promote academic success, personal and professional development, and civic engagement.

UWF's leadership places great emphasis on community engagement inside and outside of the classroom. To promote community engagement inside the classroom, faculty are encouraged to apply for internal grant programs, one of which is the HIP Grant (described in section 3, question 3). Special consideration is given to projects that demonstrate collaboration with the community to support engagement efforts. Additionally, several recognition programs highlight faculty engaging in work with the community further showcasing community engagement as a priority to university leadership.

Outside of the classroom, UWF leadership actively pursues opportunities to collaborate on initiatives that support the needs of the local community. In 2004, Pensacola took a direct hit from Hurricane Ivan forcing many downtown businesses to close due to extensive damage. After this tragic event, there was a community push for city leaders to focus on revitalizing downtown Pensacola, and UWF has been a considerable part of the restoration. In recent years, there has been significant focus on art, history, music, and entertainment as part of the revitalization of downtown, and the UWF Historic Trust plays an integral role in these efforts.

The UWF Historic Trust invests in preserving, interpreting, and sharing the rich history of Northwest Florida. As part of its Interpretive Master Plan, the Historic Trust is engaged in a series of enhancements to downtown Pensacola. One enhancement is the creation of a multi-purpose, cultural public space featuring an outdoor education center with a covered stage and seating area for presentations, performances, lectures, and other educational activities behind the Pensacola Museum of History. Another enhancement partnering the City of Pensacola with the UWF Historic Trust is the Pensacola Maritime Heritage Trail. The trail is marked by signs along the downtown waterfront encouraging participants to learn about the rich sea history of Pensacola.

**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**

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**justice; the crisis of decreasing trust in American democracy and institutions; and natural disasters.**

Recent local, national, and global events have impacted UWF's areas of focus for community engagement efforts. The COVID 19 pandemic significantly changed how UWF engaged with the community. At the beginning, few in person activities were occurring due to state and local mandates. The virtual approach presented challenges because it was a new mode of engagement with few guidelines outlined, but faculty, staff, and students quickly rose to the challenge, and continued many partnership efforts virtually. The pandemic also provided UWF with opportunities to partner with local government officials to provide health-focused services for the community. For example, UWF served as a COVID 19 testing site, and faculty and staff consulted on infectious diseases and assisted in manufacturing protective equipment for healthcare workers to support pandemic response efforts.

To address racial justice and decreasing trust in American democracy, UWF cultivates a culture of open dialogue and solution-focused events, trainings, and activities. For example, Campus Conversations were hosted for students and community members on topics such as abortion rights, polarization in politics, and racial justice. As a collective response to the Black Lives Matter movement, the Kugelman Honors Program worked with fifteen UWF students to create a public mural in support of the campaign. In addition to events, trainings, and activities, UWF operates Voices of Pensacola, a downtown facility highlighting the diversity of the city through dynamic exhibits representative of the cultural groups that have shaped Pensacola's history. A Cross-Cultural Competency Certificate and diversity-focused Massive Open Online Course (MOOC) were also developed during this application period and thousands of individuals have completed them to date.

In the past four years, two major hurricanes have caused destruction in Northwest Florida, Hurricane Michael and Hurricane Sally. Michael made landfall near Panama City as a Category 5 hurricane, while Pensacola took a direct hit from Sally, a Category 2 hurricane. WUWF was the only radio station in the area to remain on-air during Sally, providing the community with critical information on available resources during and after the storm. UWF administrators, faculty, staff, and students also assisted in cleanup and community support efforts after these natural disasters.

Inside the classroom, students in the Urban Planning course in the Department of Earth & Environmental Sciences worked with government officials in Calhoun County, Florida near Panama City to conduct a housing needs assessment and an environmental review in the aftermath of Hurricane Michael. Through a Federal Emergency Management Agency (FEMA) program known as CUPP, College/Underserved Community Partnership Program, UWF students engaged with County Commissioners and staff to provide input into the recovery planning process. After assessing housing stock, affordability, area demographics, and other factors, students provided Commissioners with recommendations on grants and loans to pursue to improve housing and infrastructure. The students also developed an outreach plan to help residents prepare for future weather events. This partnership extended into the next semester with students developing a set of guidelines for conducting future environmental analysis in the county.

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

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

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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.**

Community partnerships are instrumental to UWF’s mission as a regional comprehensive university. There are three primary strategies employed to ensure partnerships center on mutuality and reciprocity: affiliation agreements, employer advisory boards, and data collection and dissemination regarding community engagement efforts.

a. Affiliation agreements and memorandums of understanding are designed to systematically outline expectations of both the institution and the community partner when the partnership is formed. These agreements are reviewed on a regular basis, and updates are made to ensure the agreements still serve all parties. Employer advisory boards provide another method of ensuring community partners have a voice in building academic-community partnerships. Many campus departments have employer advisory boards that provide a forum for faculty, staff, and community partners to engage in relevant discussions regarding industry trends, pipeline to employment programs, career considerations, and partnership opportunities. Alternatively, many administrators, faculty, and staff serve on boards for local organizations further developing partnerships and awareness of community and institutional initiatives for all parties. Data collection and dissemination is the third strategy employed to showcase community partnerships that are mutually beneficial. Departmental engagement data is collected through the community engagement annual report described in section 7, question 2, and reporters are asked to reflect on the mutuality and reciprocity of reported partnerships through this effort.

Assessment data regarding the effectiveness of partnerships is shared with community partners on a regular basis. This information is shared through annual reports, impact reports, advisory board meetings, grant applications, and other mechanisms.

The UWF Center for Cybersecurity provides one example of information sharing on the effectiveness of established goals and strategies through its advisory board. The Center for Cybersecurity is the regional hub in the Southeast for innovative cyber solutions, and it serves as a National Security Agency (NSA) Center of Academic Excellence. Born from a community need for more cybersecurity professionals, the Center for Cybersecurity’s mission is focused on education, research, and partnerships. An advisory board of industry, government, and community partners provide input into the goals and strategic direction of the Center on an ongoing basis.

For 2020-2021, one of the Center for Cybersecurity’s annual plan goals was to, “enhance cybersecurity collaborations and partnerships regionally, nationally, and internationally” which aligns with the University’s Community and Economic Engagement strategic plan goals. In partnership with the advisory board, the Center outlined the tasks, expected outcomes, and documentation methods for this goal in the annual plan. Progress toward the goal was tracked on the annual plan, and the final results were submitted on the Center’s annual report in October 2021. The results were discussed and shared with the Center’s advisory board in preparation for establishing 2021-2022 community engagement goals.

b. UWF ensures community partners have a significant voice in institutional and departmental planning in several ways. Employer advisory boards are facilitated by colleges, divisions, and departments to collect

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engagement data and share it with community partners, but they also play an important role in ensuring partners have a significant voice in institutional and departmental planning. The Hal Marcus College of Science and Engineering (HMCSE) has a very active industry advisory board with members assisting in establishing pipeline to employment programs and participating in strategic planning and discussions that impact the college's operations. At the department level, the Medical Lab Sciences (MLS) program facilitates an advisory board that provides input into the curriculum and keeps faculty informed regarding industry trends. In 2021, MLS faculty were planning to remove phlebotomy from the curriculum. After discussing this change with the advisory board, the decision was made to keep phlebotomy in the curriculum due to the industry's critical need for this skill. During the pandemic, MLS faculty also regularly met with advisory board members to discuss restrictions in healthcare facilities and how students could safely continue rotations.

At the institutional level, community partners are involved in UWF's strategic planning process as described in section 5, question 6. For the 2022-2027 strategic plan, community partners provided feedback and recommendations via a series of open meetings. A survey was also conducted allowing respondents to provide input into the 2017-2022 strategic plan which helped inform the planning process for the new plan.

c. Establishing a systematic data collection process has been paramount to elevating the profile of community engagement at UWF. Through this process, stakeholders can look at the depth and breadth of community partnerships across the institution and use that information to ensure mutuality and reciprocity in their own partnerships. Community engagement data is collected systematically through the institution's annual reporting process. Academic and non-academic departments across campus report engagement data aligned to the four categories of community engagement: Curricular Engagement; Community Partnerships; Initiatives and Signature Programs; and Service and Citizenship. This process has evolved significantly since its inception, and the data collected has become much more pervasive as partnerships have grown.

In the Community Partnerships section of the report, reporters are asked to describe how each partnership is mutually beneficial to both UWF and the community partner. The response to this question allows the Community Engagement Coordinating Committee (CECC- further details on the committee's charge in section 6, question 1) to identify partnerships to consider for the Community Partner Spotlight that recognizes UWF's outstanding community partners through website and social media features. When a partnership is selected for the Spotlight, the partner is asked to complete the Community Partnership Feedback form. The feedback form surveys the partner's perception of the partnership including how it benefits the broader community. This information is shared with the CECC and internal stakeholders for the partnership to ensure it is meeting all parties' needs and to improve mutuality and reciprocity. The Community Partnership Spotlight also allows for more awareness of community engagement efforts across the institution.

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

Since the last classification, assessment of partnerships continues to be carried out formally and informally across the institution, but collection and assessment methodologies have evolved allowing for a more complete picture of the data. One formal method of measuring the quality of community partnerships comes from the community engagement report. During the last application cycle, community engagement data was collected on one annual report. Beginning in 2015, departments began reporting community engagement activities separately from annual reports elevating the importance of collecting this data across the institution. The data collection process is reviewed and updated regularly, and it has recently become more formalized and refined with operational tabs in the reporting document for each category of community engagement.

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

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Specifically, the data reported for community partnerships has become more comprehensive allowing for a better understanding of quality as the reporting document has become more prescriptive. In the 2015-2016 version of the report, reporters were asked to list mutually beneficial community partnerships with only the partner name and contact information requested. In the 2021-2022 version of the report, specific examples of community partnerships are provided to reporters with a request for detailed descriptions of individual and departmental partnerships resulting in higher quality submissions.

Annually, the data collected during the reporting period is transferred to the Community Engagement Dashboard which serves as a catalog of community engaged work. The Community Engagement Dashboard provides a breakdown of community engaged activities and partnerships across the institution. The Dashboard allows users to:

- Analyze the institution's community engagement activities
- Review courses with elements of community engagement by department/college
- Identify strategic partners across the institution
- Collaborate with other UWF departments by identifying partnerships already in existence
- Complete grant and award applications with a community engagement focus

Currently, the Dashboard lists the department where the partnership resides, the community partner's name, a brief description, and the academic year for which it was reported. In the future, a mechanism will be developed to highlight the additional details captured in the community engagement report including the mutually beneficial nature of the partnership and details about scholarly work resulting from the initiative. The addition of this information will allow Dashboard users to gain a more complete picture of the quality of community partnerships and encourage collaboration among stakeholders.

Another partnership assessment mechanism is the Spirit of UWF Awards. This program was instituted in 2017 to celebrate and strengthen collaborations between the University and the larger community UWF serves. The ceremony takes place every three years, and there are four awards focused on community engagement. The CECC reviews the nominations and selects the recipients based on the mutuality and quality of the engagement. Since the last classification, community engaged nominations have increased significantly. Nominations have also become more robust allowing the CECC to gain a deeper understanding of partnerships occurring across the institution.

Community Engagement Dashboard- [https://tableau.uwf.edu/views/CDCE\\_CommunityEngagement\\_15905139960040/CurricularEngagement?%3Aiid=2&%3AisGuestRedirectFromVizportal=y&%3Aembed=y](https://tableau.uwf.edu/views/CDCE_CommunityEngagement_15905139960040/CurricularEngagement?%3Aiid=2&%3AisGuestRedirectFromVizportal=y&%3Aembed=y)

**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 a regional comprehensive university, UWF has a vested interest in and focus on cultivating and growing diverse partnerships in the community. Information on the mutuality of community partnerships is collected through a multitude of strategies. The primary strategy employed is the community engagement reporting process. The information collected through this process has become more pervasive in recent years, particularly related to community partnerships.

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In the partnerships section of the community engagement report, more extensive details are collected now than ever before allowing a deeper look into the quality of the partnerships. Each year, new data collection points are identified based on Carnegie recommendations and institutional priorities. Currently, for each community partnership listed, reporters are asked to:

- List the name of the community partner
- Provide the length of the partnership
- Describe the partnership and how it is mutually beneficial to both parties
- Provide details regarding scholarly work that has been produced as a result of the partnership

Requesting this additional information allows for a greater understanding of who UWF's partners are and the impact the partnerships have on both the campus and the community. Collection and use of community partner demographic information will be an area of focus for UWF in future years.

The community partnership data collected is used in a variety of ways. Annually, it is shared through institutional performance-based funding reporting. UWF reports to the Florida Board of Governors (BOG) on the percentage of graduating seniors completing two or more high-impact practices (HIPs) which includes service learning, community-based learning, and co-ops/internships as part of Metric 10. Metric 10 is selected by UWF's Board of Trustees (BOT) based on the mission of the institution. Choosing to concentrate Metric 10 on HIPS formalizes UWF's commitment to ensuring faculty and students participate in experiences that encourage a strong community focus.

Partnership data is also shared with administrators through the Community Engagement Dashboard to showcase how their college/division's reporting compares to other areas. This information often results in administrators encouraging faculty and staff to increase the quantity and quality of community partnership reporting. The Dashboard data is disaggregated to determine which community partners UWF interacts with most frequently and where more attention needs to be focused in future years, and this information is used in college, division, and departmental assessment and planning work. The data collected through this process is also used as part of applications for internal and external grant funding.

During the 2015 self-study process, it was determined a formal process for requesting funding for community engaged and high-impact work was needed. Beginning in 2017-2018, faculty and staff were able to request funding through a HIP grant. Through the grant application, information on the mutuality of community partnerships is collected and used to make funding decisions. As mentioned in section 2, question 5, special consideration is given to projects that demonstrate collaboration with the external community and to those that impact underserved student populations. Grant funded projects are added to an online repository as examples for other faculty interested in pursuing community engaged and HIP projects.

An example of community engaged work that received HIP grant funding during the 2021-2022 application cycle was titled, "Cultivating Mental Health Through Community Connections." Students in NUR3505- Mental Health Nursing worked in small groups to design mental health awareness and promotion projects to be presented during a community symposium. The need for this project was determined by the Community Health Needs Assessment (CHNA) results which were administered through the Achieve Healthy Escambia (AHER) partnership detailed in section 3, question 4. This survey identified a focus on mental health services as one of six critical needs for residents of Escambia and Santa Rosa counties. A separate community leader survey was also administered as part of the AHER partnership, and it also identified mental health as one of the most important health problems faced by residents. The symposium brought together faculty, staff, students, and the community to discuss opportunities to advance mental healthcare. Ten health-focused organizations

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participated in the event, and it will now be an annual event due to the importance of the topic and community interest.

Information about the mutuality of community partnerships is also collected through the HIP designation process (detailed in section 8, question 2). Career Development and Community Engagement (CDCE) facilitates the HIP Oversight Committee which includes faculty and staff, and five college specialists called “HIP College Liaisons,” from across the University who are passionate about implementing high-impact experiences into the curricular and co-curricular. The committee has overseen the development of a definition, hallmark student learning outcomes (HSLOs), and a taxonomy for each HIP type, including those that are community engaged.

Beginning in spring 2022, the HIP College Liaisons worked with their colleges to identify courses that could be submitted for HIP designation. The purpose of the vetting process is to establish and utilize HIP designation as recognition of quality high-impact activities that provide transformational learning experiences for students. To receive the HIP designation for service learning, a course must include:

- Work with a community partner that requires significant effort by students over an extended period of time both within and beyond the classroom;
- Experiences with diversity, where students interact with viewpoints different than their own;
- Structured opportunities to reflect on and integrate learning;
- Opportunities to discover relevance through real-world applications.

Through this process, information on the mutuality of community partnerships is collected, reviewed, and used by the HIP Oversight Committee to determine if the course or experience will receive the HIP designation. Courses and experiences that are awarded the designation receive a HIP attribute in Banner, a HIP icon for display on syllabi and other course materials, and are listed on the official UWF HIP list of courses and experiences for three years, at which point the faculty member can reapply for continued designation.

## **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?**

UWF facilitates a number committees for various initiatives, and community members on these work groups are often involved in goal setting activities that guide the institution’s engagement efforts.

One example of collective goal setting guiding community engagement is UWF’s partnership with health-centered agencies in the community on the AHER initiative, formerly known as the LiveWell Partnership. Healthcare is a strategic area of emphasis for UWF due to Florida’s aging population and subsequent need for medical professionals. Through the AHER partnership, the campus and community work together to establish goals to improve the health and well-being of Escambia and Santa Rosa counties, with a focus on historically underserved residents. This partnership has spanned more than 10 years.

AHER has engaged hundreds of key stakeholders throughout Escambia and Santa Rosa counties to address inequities in community health services. This collaborative provides a common agenda among agencies; establishes shared measurements and fosters mutually reinforcing activities; encourages ongoing communication among partners; and builds strong community support across multiple sectors. UWF acts as the convener of this effort and multiple faculty, staff, and students serve in various roles in support of this initiative.

As part of this partnership, a survey known as the CHNA is conducted every three years. The CHNA identifies

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community health challenges and brings agencies together to set goals and create an action plan for improvement. Local residents participated in the most recent CHNA through online and paper surveys, and community stakeholders were engaged through solicitation of feedback at the presentation of the findings.

The most recent CHNA was launched in early 2021, and the analysis of the data was shared with key stakeholders with a goal of mobilizing organizations to work collaboratively toward building a healthier community. In early 2022, participants from more than a dozen agencies gathered at a UWF-facilitated workshop to discuss the most recent CHNA results and develop an action plan. The action plan became a Community Health Improvement Plan (CHIP) allowing partners to document, monitor, and evaluate the community's progress toward meeting the goals and objectives identified in the action plan. The effectiveness of actions and strategies are discussed among participants on an ongoing basis, and the CHIP is updated every three years as new data is uncovered.

As part of this collaboration, the UWF Haas Center developed an online dashboard to aggregate the survey data over time to allow citizens and organizations to utilize the information to plan programs, align resources, and leverage new opportunities to improve local health-related outcomes. Community partners curated different sections of the dashboard and will work together to keep the metrics and the story of the data updated over time. To encourage collaboration from the community, the dashboard has a feedback form allowing interested individuals to submit suggestions for improvement. The goals established through the AHER partnership are tracked, measured, and reported to stakeholders on an ongoing basis through meetings, reports, and the dashboard.

-Achieve Health EscaRosa Partnership- <https://escambia.floridahealth.gov/programs-and-services/community-health-status/community-health-assessment/index.html>

-Achieve Escambia Dashboard- <https://www.achievedashboard.org/>

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

Tuition remission and free access to campus facilities and sporting events are the primary methods UWF uses to compensate partners in marginalized communities.

Upon approval by the BOT, Florida state universities are authorized to offer tuition remission for purposes that support and enhance the mission of the University. One example of tuition remission often used for community partners is within the School of Education. When UWF teacher candidates are assigned to complete field experience or student teaching hours, a tuition voucher is offered to the cooperating teacher. Each voucher allows cooperating teachers up to six credit hours of free courses from UWF at the undergraduate or graduate level. Cooperating teachers play a valuable role in teacher candidates' learning experiences, and tuition vouchers are offered to recognize the benefit they provide to the students, the campus, and the community. More than 60% of public schools in Escambia county and nearly 50% in neighboring Santa Rosa county are classified as Title I, indicating more than 40% of students in these classrooms are economically disadvantaged. The tuition vouchers provide cooperating teachers the opportunity to further their education and then apply that newfound knowledge in these schools.

As part of UWF's Family Nurse Practitioner (FNP) program, students must complete a preceptorship with a primary care provider. FNP preceptors work directly with individuals from marginalized populations providing UWF students with the opportunity to care for diverse groups with a wide range of medical needs. UWF offers two levels of incentives to compensate healthcare professionals that agree to serve as preceptors. Level 1 is

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designed for preceptors who volunteer at least 120 hours of their time annually to mentoring and helping FNP students apply theory to practice in real-world settings. Access to campus library resources including technology checkout and free admission to most UWF sporting events are provided to preceptors in this category. Level 2 includes all benefits associated with level 1 and tuition remission for up to six credit hours during a single term. Continuing education classes are included in the tuition waiver, and preceptors qualify for level 2 after serving at least 360 hours annually.

There are some instances where community partners can be directly compensated for their labor. For example, in collaboration with other departments on campus, the Kugelman Honors Program led a community course called "Race and the Community: Past, Present, and Our Future" that addressed multiculturalism, inclusion, and social justice issues. This 5 week series included the following topics: A Black People's History of Pensacola, Black Poets and the Struggle for Racial Justice, Telling Our Stories: Black Voices in the Media, Black Trans Lives Matter: The Movement for Recognition and Survival, and The Fight for Racial Justice and the Future of our Community. The facilitators for these sessions were all part of marginalized communities, and they were directly compensated for their participation in this series through a stipend.

FNP Preceptor Program- <https://uwf.edu/go/fnp-preceptor-portal/>

## SECTION 4: Academic Community-Campus Partnerships

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

### Partner #1

Project/Collaboration Title	Voluntary Income Tax Preparation (VITA) Program
Community Partner Name	United Way of West Florida
Community Partner Contact	Mary Zaledonis, Director of Community Impact, <a href="mailto:mary.zaledonis@uwwf.org">mary.zaledonis@uwwf.org</a>
Campus Partner (person, program, department, center, etc.)	College of Business (COB), Department of Accounting & Finance, Dr. Barbara White, Associate Professor, <a href="mailto:bwhite@uwf.edu">bwhite@uwf.edu</a>
Purpose of the Community-Campus Partnership	The VITA program provides free tax return assistance for low to moderate income families in the local community, and provides experiential learning opportunities for UWF accounting students. This partnership is a community engaged high-impact practice (HIP) because students work on real income tax returns with community members.
Length of Partnership	6 years
Number of faculty involved	1

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Number of staff involved	
Number of students involved annually	Between 40-60
Grant funding, if relevant	United Way of West Florida receives grant funding from the IRS for the VITA program. UWF and its students do not receive compensation through this program.
Impact on the campus	The VITA program provides students an opportunity to apply classroom knowledge in a real-world community setting, learn new skills, and to receive IRS certification as a volunteer tax preparer. The exposure to working on real-life tax returns reinforces students' technical knowledge, and the experience of working with community members enhances soft skills, in particular oral communication and problem-solving skills. In addition to the volunteers from the TAX4001 course, students in the honor society for accounting, finance, and information systems, Beta Alpha Psi, also serve as VITA volunteers through this partnership. Many alumni of the Accounting program continue to volunteer after graduation highlighting how volunteering as a student encourages future service to their community.
Impact on the community	The VITA program provides free tax preparation to low-and middle-income families in the local community. Many of the VITA clients are not aware of all of the options related to filing taxes, and this program provides access to trained and certified tax preparers to assist in discovering tax credits and tax filing. For the tax season of 2022, the VITA effort returned to in-person preparation, which allowed students to refine their communication skills in addition to being trained on income tax filing. Students and the faculty sponsor volunteered approximately 432 hours to the VITA effort with the United Way of West Florida. The evaluations at the tax sites indicated the students provided exemplary service, and the clients were satisfied with their expertise and professionalism. The United Way of West Florida provided the following numbers related to the value of the UWF students' participation in VITA: Total UWF - Client Earned Income Credit- \$66,249.57 Total UWF - Client Refunds- \$238,206.02 Total UWF - Labor Value- \$4,819.50 Total UWF - Client Saved Prep Fees- \$30,800.00 Total UWF Value to the Community- \$340,075.09 Impact video- <a href="https://www.youtube.com/watch?v=AQIhGjxVCQ">https://www.youtube.com/watch?v=AQIhGjxVCQ</a>
Provide one example as to how reciprocity is enacted through the partnership	United Way of West Florida provides on-site student supervision and submission of tax returns to the Internal Revenue Service (IRS), while students trained in the TAX4001 class become IRS certified and volunteer at sites across town preparing and reviewing income tax documentation.
Titles of Courses Linked to Partnership	TAX4001- Taxation of Individuals

## Partner #2

Project/Collaboration Title	Machine Learning to Predict and Detect Mental Health Illnesses
Community Partner Name	Lakeview Center, Inc.
Community Partner Contact	Joe Carloni, Director- Behavioral Health Practice Management, <a href="mailto:joe.carloni@lakeviewgroup.org">joe.carloni@lakeviewgroup.org</a>
Campus Partner (person, program, department, center, etc.)	Hal Marcus College of Science and Engineering (HMCSE), Department of Information Technology, Dr. Lakshmi Prayaga, Associate Professor, <a href="mailto:lprayaga@uwf.edu">lprayaga@uwf.edu</a>

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Purpose of the Community-Campus Partnership	This project utilizes machine learning to predict the probability of a new Lakeview Center patient becoming a long-term inpatient requiring hospitalization or becoming a candidate for substance abuse.
Length of Partnership	4 years
Number of faculty involved	3
Number of staff involved	3
Number of students involved annually	1-2
Grant funding, if relevant	This partnership is funded by a grant from iSpace, Inc., a private company that focuses on developing software for the healthcare and education sectors using robotics and machine learning. This is a long term partnership, and iSpace Inc. has funded more than \$300k and plans to award another \$90k for the next three years.
Impact on the campus	This partnership provides valuable community-focused experiential learning and research opportunities for students. It also provides an interdisciplinary research opportunity for interested students and faculty. This exposure can expand the scope of the project because it allows for wider awareness of big data in healthcare and increases collaboration among faculty. For example, this partnership has led to another project, Data Analytics for Athletes Safety in Training (DFAST), with faculty from the Usha Kundu, MD College of Health (UKCOH). Additionally, similar research opportunities with multiple other external organizations are being explored as a result of this project.
Impact on the community	This project involves the development of an application allowing Lakeview Center physicians or administrators to utilize machine learning models to visualize data and obtain the probability of any patient becoming a candidate for long term hospitalization. Access to this technology is beneficial to Lakeview Center because it allows the organization to provide the best medical care to the patient in terms of interventions and other tools. It also allows administrators to plan and allocate available resources to patients more efficiently.
Provide one example as to how reciprocity is enacted through the partnership	Students gain experience working with real-world data, which needs preprocessing and cleaning, unlike a textbook dataset which does not exhibit such characteristics giving students an edge when they enter the job market. This partnership also provides faculty an opportunity to look at new ways, including deep learning, to work with big data and translate segments of this research into courses, providing a source of dynamically changing and evolving course content. The community partner, Lakeview Center, benefits by using the findings from the research to fine tune administrative decisions, and provide clinicians with additional input to be used when diagnosing and treating patients.
Titles of Courses Linked to Partnership	CGS2020- Introduction to Machine Learning; CTS4457- Data Visualizations, CAP 5326- Trends in Data Analytics, CTS 4910- Trends in Data Analytics

## Partner #3

Project/Collaboration Title	GenCyber Pathways to Cyber - Journey in Cybersecurity: A Girl Scouts Adventure
Community Partner Name	Girl Scouts of Gateway Council
Community Partner Contact	Meghan Hulzebos, STEM Program Manager, mhulzebos@girlscouts-gateway.org

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Campus Partner (person, program, department, center, etc.)	Academic Affairs, Center for Cybersecurity, Guy Garrett, M.S., M.B.A., Assistant Director of Technology & Training, ggarrett@uwf.edu
Purpose of the Community-Campus Partnership	The Center for Cybersecurity partnered with the Girl Scouts of Gateway Council, the governing body for Girl Scouts in Northwest Florida, to host GenCyber Camp. GenCyber is a cybersecurity-themed youth outreach program funded by a grant from the National Security Agency (NSA) and the National Science Foundation (NSF). Girls from 14 states participated in the event. This camp was designed for girls in 6th-8th grades, Junior Girl Scouts, and included a weeklong series of lessons and hands-on activities connecting 6 GenCyber Cybersecurity Concepts with the requirements for the Girl Scouts' Cybersecurity Journey. Each scout completed all three badges required for the Journey.
Length of Partnership	1 year
Number of faculty involved	2
Number of staff involved	3
Number of students involved annually	2
Grant funding, if relevant	This partnership is funded by grants from the NSA and the NSF.
Impact on the campus	The GenCyber Pathways to Cyber partnership provides UWF students with the opportunity to engage youth in a topic of interest while also gaining transferable skills such as communication, leadership, and professionalism. The partnership also showcases UWF's ability to develop and deliver high-quality content and positions the University as a thought-leader in the cybersecurity educational space.
Impact on the community	This partnership creates excitement and interest among area youth around cybersecurity which is vital to building a sustainable pipeline of students interested in pursuing careers in STEM. It also addresses the cybersecurity profession's desire to diversify its ranks and become an inclusive and attractive career option for individuals identifying as female.
Provide one example as to how reciprocity is enacted through the partnership	The GenCyber Pathways to Cyber partnership allows UWF students to gain real-world experience teaching cybersecurity concepts to area youth, and the Girl Scouts' have access to high-quality cybersecurity content that allows them meet the requirements for the Girl Scouts Cybersecurity Journey.
Titles of Courses Linked to Partnership	N/A

## Partner #4

Project/Collaboration Title	Emerald Coast BEST Robotics
Community Partner Name	Escambia County School District (ECSD), Santa Rosa County School District (SRCSD), Florida Power and Light (FPL)
Community Partner Contact	Steve Harrell, ECSD- Director of Workforce Education, sharrell@ecsdfl.us; Paul Talley, FPL- Manager, Paul.Talley@nexteraenergy.com; The contact for SRCSD recently left the organization, and a replacement has not yet been identified.

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Campus Partner (person, program, department, center, etc.)	HMCSE, Sam Russel, Department of Computer and Electrical Engineering, Lecturer, srussel@uwf.edu; Academic Affairs, Valerie Taylor, Division of Continuing Education, vtaylor@uwf.edu
Purpose of the Community-Campus Partnership	The Emerald Coast BEST Robotics program is a free middle and high school robotics competition for schools in Escambia, Santa Rosa, Okaloosa, and Walton Counties hosted by UWF. The mission of the program is to engage and excite students about engineering, science, and technology and inspire them to pursue careers in these fields.
Length of Partnership	16 years
Number of faculty involved	10-15
Number of staff involved	5-10
Number of students involved annually	15-25
Grant funding, if relevant	FPL provided a \$50k grant over five years.
Impact on the campus	The Emerald Coast BEST Robotics Competition allows the University to showcase the unique learning opportunities at UWF, and it provides community volunteer opportunities for students, faculty, and staff.
Impact on the community	This partnership strengthens over 600 middle and high school students' knowledge of engineering, science, and technology concepts. All local middle and high schools are eligible to participate, regardless of socioeconomic status, size, or location.
Provide one example as to how reciprocity is enacted through the partnership	UWF has the opportunity to work with local middle and high school students to inspire an interest in careers in engineering, science, and technology. ECSD and SRCSD provide active committee members for the program in addition to recruiting and offering support to participating schools in the competition.
Titles of Courses Linked to Partnership	N/A

## Partner #5

Project/Collaboration Title	Community Partnership School (CPS) Model
Community Partner Name	C.A. Weis Elementary School (ECSD); Children's Home Society; Northwest Florida Community Health
Community Partner Contact	Lisa Smith-Coleman, C.A. Weis Elementary School- Community Partnership School Director, lisa.smithcoleman@chsfl.org
Campus Partner (person, program, department, center, etc.)	College of Education and Professional Studies (CEPS), Dr. Diane Scott, Professor & Associate Dean, dscott2@uwf.edu

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Purpose of the Community-Campus Partnership	The CPS model involves the forming of a long-term partnership among four core partners: a school district, a university or college, a community-based nonprofit, and a healthcare provider. In the case of C.A. Weis Elementary School, Children's Home Society serves as the community-based nonprofit; Northwest Florida Community Health is the healthcare provider; ECSD is the school district; and UWF is the partner university. The purpose of this partnership is to provide resources beyond the classroom to C.A. Weis students, their families, and the larger community.
Length of Partnership	7 years
Number of faculty involved	5
Number of staff involved	1
Number of students involved annually	15
Grant funding, if relevant	The partnership is funded by a grant through the University of Central Florida, and this funding is stewarded by Children's Home Society. There is not a grant specific to UWF.
Impact on the campus	UWF Social Work students at both the graduate and undergraduate levels complete their field experience requirement at C.A. Weis Elementary, as do many teacher-candidates. Teacher education faculty and doctoral students have also been able to conduct invaluable research at the school, resulting in several academic publications.
Impact on the community	This partnership allows C.A. Weis, a Title I school, to offer a wide array of additional services including educational programs, onsite healthcare with a clinic in the school, dental care, counseling, youth enrichment programs, and after-school programs. The school's in-house clinic is open five days per week and includes private rooms and a full-time nurse practitioner. The clinic offers prescriptions and many other services an external healthcare facility would typically provide. Additionally, the track at C.A. Weis is open to the neighborhood, and offers a safe space for families to enjoy.
Provide one example as to how reciprocity is enacted through the partnership	Dr. Kathleen Heubach, a faculty member in the School of Education, offers a reading pals program at C.A. Weis Elementary. C.A. Weis students receive individual instruction in reading, and UWF teacher-candidate volunteers are able to gain invaluable field experience.
Titles of Courses Linked to Partnership	SOW4510- Social Work Field Instruction; EDG4940- Student Teaching

## Partner #6

Project/Collaboration Title	The North Port St. Joe (NPSJ) Community Revitalization Project
Community Partner Name	NPSJ Project Area Coalition (PAC); Pioneer Bay Community Development Corporation (PBCDC); Environmental Protection Agency (EPA) Region IV; and the Florida Brownfields Association (FBA)
Community Partner Contact	Dannie Bolden, NPSJ PAC- Vice President, danniebolden65@gmail.com; Nana Duah, PBCDC- Executive Director nanakosuduah@gmail.com; Bonita Johnson, EPA Region IV, Johnson.Bonita@epa.gov; Becky Buice, FBA- Executive Director, beckybuice7@gmail.com

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Campus Partner (person, program, department, center, etc.)	HMCSE, Department of Earth & Environmental Sciences, Dr. Kwame Owusu-Daaku, Assistant Professor, kowusudaaku@uwf.edu
Purpose of the Community-Campus Partnership	The goal of the NPSJ Project is to remediate the environmental injustices residents of NPSJ, FL are facing as a result of a (now defunct) paper mill and to assess the lingering effects of Hurricane Michael on the community.
Length of Partnership	2 years
Number of faculty involved	2
Number of staff involved	1
Number of students involved annually	~68
Grant funding, if relevant	N/A
Impact on the campus	This partnership allows students to participate in community research projects providing professional development opportunities through public presentation, technical writing, video creation, and networking with current practitioners.
Impact on the community	Through this partnership, the EPA has awarded two grants to the PBCDC for this project providing residents with a renewed sense of hope for community revitalization. Additionally, multiple reports and videos on various aspects of the community's environmental injustices have been created to bring awareness to this issue.
Provide one example as to how reciprocity is enacted through the partnership	The community partners determine the project the students will work on each semester in conversation with the HMCSE Department of Earth & Environmental Sciences. Throughout the project, the department ensures the community partners receive regular updates on and opportunities to provide feedback to the student's work.
Titles of Courses Linked to Partnership	GEO4005/5007- Environmental Management & Planning; EVR4412- Environmental Aspects of Urban Growth; EVR4870/5435-Urban Planning; GEO4357/5358 - Environment and Economy/Society

## Partner #7

Project/Collaboration Title	UWF/Florida State University (FSU) Physician Assistant (PA) Pipeline Program
Community Partner Name	FSU College of Medicine PA Program
Community Partner Contact	Kimberly Berggren, DMSc, PA-C, FSU- Associate Clinical Education Director, Kimberly.berggren@med.fsu.edu
Campus Partner (person, program, department, center, etc.)	UKCOH

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Purpose of the Community-Campus Partnership	The PA Pipeline is a mission-based program with a focus on recruiting and training qualified students to become PAs who will care for elderly, rural, minority, and underserved populations in Florida. The Pipeline was started because Northwest Florida lacks health care providers, and PAs can help fill this gap. PAs who are from this part of the state are more likely to join the local healthcare community after graduation.
Length of Partnership	7 years
Number of faculty involved	2
Number of staff involved	5
Number of students involved annually	10
Grant funding, if relevant	N/A
Impact on the campus	UWF students have a direct path into a competitive PA program through the Pipeline providing access to high-quality continuing education for graduates. This program also exposes students, faculty, staff, and the community to the PA profession allowing them to learn more about interprofessional healthcare and how to work together to meet the medical needs of the community.
Impact on the community	Demand for healthcare services, particularly in Florida, is increasing because of the growing and aging population. Training a pipeline of qualified students to become PAs will assist in meeting the community need for additional healthcare providers as students are required to complete all clinical rotations in the local area.
Provide one example as to how reciprocity is enacted through the partnership	Having this program on campus provides UWF students with the opportunity to learn more about the FSU PA program and the role of PAs in medicine. FSU faculty assist in advising UWF students in their academic plans and in obtaining the healthcare experience necessary to be a PA. UWF faculty and staff provide support and a physical facility for the FSU PA Program.
Titles of Courses Linked to Partnership	The PA courses are taught through the FSU College of Medicine. The Introduction to the PA Profession course is taught on site at UWF, and clinicals occur in the local area.

## Partner #8

Project/Collaboration Title	Intelligent Systems and Robotics Program
Community Partner Name	Institute for Human & Machine Cognition (IHMC)
Community Partner Contact	Julie Sheppard, IHMC- Executive Vice President and Chief Legal Counsel, jsheppard@ihmc.org
Campus Partner (person, program, department, center, etc.)	HMCSE, Department of Intelligent Systems and Robotics, Dr. Brent Venable, Director of the Intelligent Systems and Robotics Doctoral Program, bvenable@uwf.edu
Purpose of the Community-Campus Partnership	The purpose of this partnership is to facilitate a doctoral program in robotics providing opportunities for research that impacts Northwest Florida and nation-wide economic development and technology enterprise.

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Length of Partnership	4 years
Number of faculty involved	12
Number of staff involved	1
Number of students involved annually	21
Grant funding, if relevant	This partnership received \$295k in grant funding through the Army Research Laboratory's grant program.
Impact on the campus	This partnership aligns with the University's strategic vision for research that impacts Northwest Florida's economic development and technology enterprise. It also provides students with access to world-class researchers in the field of robotics at IHMC.
Impact on the community	This partnership serves the manufacturing, healthcare, defense, and technology industries, providing critical support for high-demand career fields in the community.
Provide one example as to how reciprocity is enacted through the partnership	After review of qualifications by the program director, IHMC employees are appointed as UWF faculty, teaching intelligent systems and robotics courses and supervising doctoral students. In return, they are afforded the opportunity to apply for grants as UWF faculty to support their robotics work.
Titles of Courses Linked to Partnership	CAP6671- Intelligent Agents; CAP6579- Advanced Data Mining; CAP5668- Human Agent/Robot Teamwork; CAP7640- Topics in Natural Language Processing; CAP6667- Advanced Topics in Intelligent Systems and Robotics; EEL6617- Multivariable Linear Control Systems; EEE6734- Bipedal Walking Robots; EEL6692- Wearable Robotics; ISC7248- Deep Reinforcement Learning

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

Since 2015, UWF has increased the quantity, depth, and breadth of community partnerships and the resources dedicated to supporting these initiatives. There has also been a more intentional focus on aligning institutional resources to community needs and interests.

In recent years, there has been community interest in increasing the visibility of Pensacola as an arts and cultural haven. To support this focus, the College of Arts, Social Sciences and Humanities (CASSH) facilitates the UWF Downtown Lecture Series bringing community members together to learn about the value the liberal arts bring to local culture. As part of its strategic plan, the City of Pensacola is keenly focused on historic preservation, and the University has aligned resources to meet this need through the UWF Historic Trust. The UWF Historic Trust collects, preserves, interprets, and shares the history of Northwest Florida. With a mission to function as a public and educational institution for the enrichment and benefit of the community, the UWF Historic Trust operates thirty properties, many of which are open to the public.

Another partnership that showcases UWF's dedication to aligning resources to the needs of the community is the NPSJ Project discussed in question 1, partnership 6. The partnership was formed because NPSJ residents were concerned about the redevelopment of the community after Hurricane Michael and the impacts of a polluting paper mill. After hearing from NPSJ residents, the PAC, PBCDC, EPA- Region IV, FBA, and UWF came

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together to address the community-identified needs. This partnership has since expanded to include other agencies and organizations that assist with raising awareness of NPSJ's crises and providing resources to support this effort. NPSJ residents have expressed optimism about transformative change in their community due to the work of this collaborative.

Since the 2015 application, there has been a significant increase in the need for workers in technical fields, both locally and nationally. UWF administrators regularly meet with community leaders to ensure degree programs and University resources align with the needs of area agencies and businesses. With the technical need in mind, UWF established the Center for Cybersecurity which serves as the regional hub for cybersecurity research, workforce education, and professional training across Northwest Florida. The Center serves both students and community members, developing innovative, multidisciplinary cybersecurity education and workforce training programs that prepare program participants for the cybersecurity industry.

UWF's intentionality in collaborating with local leaders and organizations to address community needs has allowed partnerships to become more impactful and pervasive over time.

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

The institutionalization of community engagement since the last classification has allowed partnership practices and relationships to deepen and become more formalized. Several efforts have played a role in the institutionalization of community engagement at UWF. The merging of the Community Engagement office with Career Development and Community Engagement (CDCE) effectively established CDCE as a formal point of entry for all community-based initiatives. CDCE oversees community engagement efforts providing resources and opportunities to stimulate engaged community partnerships. The Community Engagement Coordinating Committee (CECC) is also facilitated by CDCE bringing together faculty and staff from across the institution to coordinate partnerships among the academic colleges and divisions.

One of the key changes detailed in this application is the centralization of community engagement reporting as part of the annual reporting process which has greatly assisted in initiating, sustaining, and assessing partnerships. From the community engagement reports, the Community Engagement Dashboard was developed. Faculty and staff use the Dashboard to determine if the University already has a partnership with a specific community partner, and if so, if the proposed new partnership would complement what is already in place. If the partnerships are complementary, a connection is made between the primary point of contact for the existing partnership and the individual spearheading the proposed partnership.

Since the last classification, there have been more intentional efforts to bring community partners to campus to meet and collaborate with faculty and staff. For example, there are currently more than a dozen advisory boards across the institution bringing partners from the region to UWF to discuss collaboration opportunities, curriculum development, industry trends, and other relevant topics. Advisory board chairs are intentional about including organizations from a variety of sectors including government, non-profit, and private. Many new collaborations and partnerships, including the recent development of a new career fair, have stemmed from the work of these advisory boards.

The Construction Management program's employer advisory board recognized the need to highlight the benefits of careers in construction since the industry is growing so rapidly and the worker shortage is dire both locally and nationally. Working in conjunction with CDCE, the employer advisory board facilitated a

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Construction Management career fair educating students about opportunities in the industry. This event brought more than 30 community partners in the construction industry to campus along with students from area high schools, technical colleges, and state colleges. The Construction Management Employer Advisory Board consists of representatives from a variety of companies in the area along with UWF faculty and staff. The Board worked in tandem with faculty and staff to develop an event allowing community partners in construction to meet with students about potential career options, and also to make authentic connections with UWF faculty and staff and other like-minded organizations to discuss partnership opportunities. These connections can only occur when there is an intentional institutional focus on collaborating with partners to meet community needs.

## SECTION 5: Institutional Identity and Culture

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

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

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

-- empty or did not respond --

OR upload a PDF copy of the letter below:

- [Carnegie Community Engagement President's Letter 2022.pdf](#)

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

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Annual addresses/speeches (maximum word count 500):

Annually, President Saunders addresses faculty, staff, and students through the State of the University speech.

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

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This speech is an annual tradition marking the beginning of a new year, celebrating accomplishments and successes from the previous year, and providing a framework for the coming year.

Community engagement related excerpts from State of the University speeches include:

2022:

New institutional strategic plan:

"We began the process with a review of the previous strategic plan, and invited participation from campus constituents, alumni, and the community. We received an impressive response and utilized information gathered from 13 open meetings, and a survey conducted by Trustee Sherry Schneider's graduate class. Five draft reports were posted along the way for review and input. We had considerable feedback, and that has led to considerable buy-in for the plan...

All of these activities operate in service to our community and the economic development of the region and state, within an overarching culture of inclusion and civility."

State of the University webpage: <https://uwf.edu/offices/presidents-office/presidential-communication/state-of-the-university/>

2021:

Points of pride from the past year:

"Every college and division gave us things to brag about. From the College of Arts, Social Sciences, and Humanities, the Makerspace project led to UWF's listing as one of the "Best Makers Schools" by Newsweek."

2020:

UWF's Diversity, Equity, & Inclusion (DE&I) work:

"We won a HEED award this year for the fifth time, for the third year in a row; and this prestigious recognition for diversity and inclusion is a credit to the hard work of Dr. Kim LeDuff and her talented staff in the Division of Academic Engagement and Student Affairs. I especially want to mention and recognize Dr. Greg Tomso and his awesome honor students because they are sponsoring very important "Race and Community" dialogues and discussions in the community."

Recognition of community partnerships:

"Our faculty continue to do meaningful, relevant research such as working with the Navy and the development of parachute training devices, or testing for bacteria in local waters. Hospitality and tourism and supply chain management are taking center stage and working with industry leaders to figure out what is going to happen next. The Sea3D Lab has been manufacturing face shields, free of charge, for use by local health care professionals."

2019:

Community-focused Center:

"Our downtown presence has been enhanced with our Center of Cybersecurity, we launched five new programs and seven of our programs either received continued or new professional accreditations."

Points of pride from the past year:

"And if I were recruiting for a long and treacherous journey, some of the people I would want on my crew would include....

-Dr. Barbara White and her accounting students who completed nearly 500 tax returns for low-income people in our community.

-Dr. Sherry Hartnett, who every year, leads a Women in Leadership Conference to a sold-out crowd.

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

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-Three of our faculty: Diane Scott, Bill Evans, Erin King, who serve on the Leadership Council of C.A. Weis Elementary School, which has improved its school grade from an F to a C.”

## Published editorials (maximum word count 500):

President Saunders writes an opinion column for the Pensacola News Journal. Below are excerpts from this column:

Editorial #1- UWF produces high-quality graduates ready for high-quality jobs, Pensacola News Journal, February 6, 2022

“Finally, we continue to explore opportunities for creating symbiotic relationships with Florida businesses. I maintain valuable, personal relationships with top employers of our graduates. That includes informal chats, connections via community events, and inclusion in important communications that may be of interest in recruiting and hiring top workforce.”

<https://www.pnj.com/story/opinion/2022/02/06/uwf-florida-produces-high-quality-graduates-guestview/9316551002/>

Editorial #2- Growing more than minds: Gardening initiatives yield bounty on UWF campus, Pensacola News Journal, June 6, 2021

“In the shadow of the water tower on the Pensacola campus, you will find a beautiful hidden gem: the UWF Community Garden. In addition to nurturing plants and beautifying the campus, the UWF Community Garden gives us the opportunity to grow relationships with members of the community. We welcome anyone who shares our passion for digging in the dirt and watching plants bloom.

The Community Garden has been an active service project of the Kugelman Honors Program since 2009. Dr. Greg Tomso, director of the honors program, and Chasidy Hobbs, lecturer in Earth & Environmental Sciences, are our enthusiastic garden leaders. The mission of the garden is to build a community at UWF around growing food sustainably, locally and organically. Depending on the time of year, you can pick grapes or tomatoes, or one of my favorites-- beets. Anyone who puts equity into the garden can take home the bounty from the harvest. It started as a small project, but now the garden has now seen more than 300 volunteers including students, faculty and staff, parents, grandparents and scout groups over the years. And there’s something for everyone. If you don’t want to get your hands dirty, you can enjoy relaxing on one of the benches and enjoying the scenery. We’re grateful to Guardian Ad Litem for fundraising for benches.”

<https://www.pnj.com/story/opinion/2021/06/06/gardening-initiatives-lead-bounty-uwf-campus-guestview/7523855002/>

Editorial #3- Regional universities play important role in Florida, Pensacola News Journal, February 27, 2021

“Florida’s regional universities leverage resources to work with communities toward accomplishing mutually beneficial goals. For example, UWF’s Haas Center provides Northwest Florida counties an online market indicators dashboard that provides easy, quick and simple navigation for a look at county-by-county statistics. The dashboard includes tabs for tourism rates, real estate transactions, employment/unemployment rates and sales and tax collections.

UWF’s Center for Cybersecurity is nationally designated by the National Security Agency and Department of Homeland Security as a Center of Academic Excellence in Cybersecurity. The Center for Cybersecurity is located in downtown Pensacola and serves the community through education and workforce development programs that are open to the public.”

<https://www.pnj.com/story/opinion/2021/02/27/regional-universities-play-important-role-florida->

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

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guestview/6806175002/

## Campus publications (maximum word count 500):

Email Communication:

#1- Message from the President: Derek Chavin Verdict, April 21, 2021

Excerpt: "We recognize that over the past few weeks, many members of our University community have felt a mix of emotions awaiting the outcome of the trial of Derek Chauvin. The guilty verdict does not make up for George Floyd's murder or the feelings of anguish, fear and frustration felt by so many of us in this country. But we should not give up hope.

Let us continue to do what we can, where we can, to make life better for our community, our state and our country. Let's keep engaging in meaningful dialogue, taking collaborative action and consistently working toward a supportive and inclusive campus and community. There is still much work to be done, but together we can do our part toward a more fair and just society."

#2- Argos Vote! Election Day 2020, November 3, 2020

Excerpt: "Today is Election Day. Whether you are learning or working on campus or remotely, we encourage you to vote if you are eligible to do so. I am proud of the essential role UWF has played in this year's election season. You can view my latest viewpoint on our role in the Pensacola News Journal.

The University of West Florida is focused on providing resources to help you vote, promoting your safety and well-being, and supporting your meaningful engagement in the important issues we face as a country and as a community."

Connections Magazine- Alumni Relations:

President Saunders also addresses the campus and the community through the Alumni Relations' Connection Magazine Q&A section.

Fall 2021 Issue:

"How do you believe the beautiful scenery on campus helps build a sense of community? Our 25 miles of trails invite community members to visit and find adventure, discover new areas of campus, or just enjoy places already known and loved."

[https://issuu.com/universityofwestflorida/docs/connection\\_fall2021\\_issuu](https://issuu.com/universityofwestflorida/docs/connection_fall2021_issuu)

Spring 2020 Issue:

"What is your favorite gameday experience at Blue Wahoos Stadium? I tell everybody UWF game day at Wahoos Stadium is the best party in town. It does my heart good to see a stadium packed with friends and families enjoying time together and cheering for the hometown team. People come early, enjoy leisurely tailgating and stay late to congratulate our team. The awesome waterfront views from the stadium remind us why we love living and learning in this community."

[https://issuu.com/universityofwestflorida/docs/connection\\_spring2020\\_issuu](https://issuu.com/universityofwestflorida/docs/connection_spring2020_issuu)

Fall 2019 Issue:

"Why did UWF decide the intelligent systems and robotics doctoral program was a priority, both for today's workforce and that of the future? In recent years, we have focused on building programs of excellence by leveraging regional resources with the quality of our academic programs. With the success of UWF's STEM initiatives in robotics, IT and cybersecurity, alongside the global reputation of IHMC researchers, the timing was

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

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perfect for launching a program of this caliber.”

[https://issuu.com/universityofwestflorida/docs/connection\\_fall2019\\_issuu](https://issuu.com/universityofwestflorida/docs/connection_fall2019_issuu)

## Other (maximum word count 500):

Podcast:

Better than Before with Tony Richards, Dr. Martha Saunders on Leading Innovation at University of West Florida, July 6, 2021

Excerpt: “We determined that our best bet for where we are in Florida and who we are was to leverage the resources of the institution with the resources of the region. We have Eglin Air Force base here which is a gigantic facility, a number of research areas, and so, the team recommended we start a Center for Cybersecurity...and it was just exactly the right thing. And at the time, you couldn’t pick up a paper without reading about cybersecurity issues, you can almost throw a rock in any direction and hit the right thing to be doing in cyber. But we said what this region needs, and what this state needs, and what this country needs is workforce. In Florida alone, we have 30k vacant jobs in cybersecurity. And you can’t just do it by growing college graduates. We could have 500 majors, but that takes several years to get them cycled through. So, we started a program called Cyber4All and we work with the state. We have trained Supervisors of Elections, state employees to upskill and cross-skill them and basically growing our own cyber-educated workforce. Right now, we are working on a project for the NSA that will take veterans, so they’re coming out of the military, and they have lots of security clearances, but they don’t have the cyber-specific training. So, we bring them out, and it eases their transition to the workforce beautifully. So, I think we are in the right spot. I tell my folks if anybody wanted to give us a name, I would love to be called the University of the Next Big Thing. Because cyber like anything else is going to peak, the market will get saturated, it will fill the need, and we need to be at the next thing.”

<https://podcasts.apple.com/us/podcast/dr-martha-saunders-on-leading-innovation-at-university/id1367508106?i=1000527989860>

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

During this reporting cycle, UWF’s mission and vision statements were:

Mission:

- Provide high-quality undergraduate and graduate education,
- Conduct teaching and research that services the body of knowledge, and
- Contribute to the needs of professions and society.

Vision:

- A spirited community of learners, launching the next generation of big thinkers who will change the world.

The mission statement specified an institutional focus on community engagement in two primary ways. Providing a “high-quality education” and “contributing to the needs of professions and society” indicated a focus on students gaining hands-on experience, including service to the community. UWF’s vision statement focused on students and alumni coming together to make positive changes in the world.

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

As part of the 2022-2027 strategic planning process, a Steering Committee was formed to review the University's mission, vision, values, and strategic plan and provide recommendations. As part of this work, the Steering Committee focused heavily on better articulating UWF's commitment to community engagement through the mission and vision statements. Beginning in 2022, the mission statement was updated to state,

"UWF delivers a learner-focused university education that enables students from varied backgrounds to meet their career and life goals. UWF research and community partnerships advance the body of knowledge and enhance the prosperity of the region and the state."

The vision statement was updated to read,

"A fully engaged university recognized for the strength of our graduates, responsiveness to the needs of the state, and an unrelenting competitive spirit."

The institutional values were also revised to better reflect the University's focus on community engagement. Prior to 2022, UWF's values were Caring, Collaboration, Creativity, Entrepreneurship, Inclusiveness, and Innovation. As part of the update, Entrepreneurship was removed, Inclusiveness was separated into Equity and Diversity, and two new values were added, Integrity and Engaging.

- Caring - UWF is student-centered, crafting a safe, healthy, sustainable, dynamic learning and working environment that fosters individual potential.

- Diversity - UWF is inclusive, appreciative, and respectful of the diversity among all people and their ideas.

- Engaging - UWF promotes a culture of collaboration, cooperation, communication, commitment, and engagement to accomplish shared goals.

- Equity - UWF is committed to providing accessible resources and opportunities for all individuals from different social, economic, and ethnic backgrounds.

- Innovation - UWF expands learning as well as knowledge through creating and embracing opportunities for transformational change.

- Integrity - UWF operates with fairness, respect, and integrity in all matters: Doing the right thing for the right reason.

Community engagement is a specific focus of the "Engaging" value as part of the institution's culture of working together to accomplish shared goals both internally and externally with the community. UWF is committed to collaborating with regional and state partners to improve the quality of life in the communities the institution serves, and the updates to the mission, vision, and values were necessary to better highlight this commitment.

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

During the last application, Dr. Judy Bense served as UWF's President, and she was keenly focused on community engagement. In 2017, after serving as Provost, Dr. Saunders became President of UWF. President Saunders worked closely with President Bense, and she has an appreciation of the importance of community engagement to UWF's mission.

President Saunders' commitment to strengthening community partnerships is well known. During the pandemic, she worked with local leaders to establish shared responsibility and a plan to protect the health and well-being of the community, including developing a database of businesses adhering to social distancing measures to keep the public informed. UWF was in the beginning stages of building a football program in 2015, and Dr. Saunders

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

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continued the momentum of building that program when she became President. After winning the 2019 NCAA Division II title, the football team is now a central community attraction in Pensacola. Additionally, the Office of Community Engagement (OCE) merged with the Career Development and Community Engagement office (CDCE) under President Saunders' leadership allowing high-impact practices (HIPs) and community engagement to reside in the same department. This change was beneficial to partnerships related to internships, service learning, and other community-based programs.

In 2017, Dr. George Ellenberg was appointed Provost and Senior Vice President for Academic Affairs, and he was a strong supporter of pursuing academic programs that met a community need. For example, the Bachelor of Science in Cybersecurity was established in 2018, and several community initiatives including CyberSkills2Work have come from this program. Led by UWF, a coalition of National Centers of Academic Excellence in Cybersecurity (NCAE-C) designated institutions offer free cybersecurity training to military veterans and community members through this program helping to address a critical workforce need. Dr. Ellenberg returned to his faculty role in 2022, and Dr. Gary Ligouri was appointed as the new Provost and Senior Vice President in January 2023. Dr. Ligouri's dedication to community engagement was prevalent throughout his interview process, and the University will continue to pursue academic programs that meet community needs under his leadership.

Also in 2017, Mr. Howard Reddy was appointed Vice President for University Advancement. Mr. Reddy previously served as Director of the OCE, and his community engaged work carries over to his role in Advancement. In his current role, Mr. Reddy oversees the UWF Historic Trust and WUWF Public Media, both highly community engaged units, and he is a strong supporter of community engagement across the institution.

Dr. Gregory Tomso was appointed Vice President of the Division of Academic Engagement and Student Affairs (DAESA) in 2022. He previously served as Director of the Kugelman Honors program and a faculty member in the English department. Dr. Tomso strongly encourages community engagement, and he has founded and overseen initiatives including the UWF Community Garden (detailed in section 5, question 2) that have a significant public impact.

These changes in executive leadership have resulted in a stronger institutional focus on community engagement and a more intentional alignment of community needs with university resources.

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

Community engagement efforts of UWF faculty, staff, and students have long been recognized through institution-wide and division/department ceremonies. However, there was no formal recognition ceremony for external partners until this area for improvement was identified on UWF's 2015 application. In 2017, the first Spirit of UWF awards ceremony was held honoring both internal and external constituents. The Spirit of UWF Awards program celebrates and strengthens collaborations between the University and the larger community UWF serves. The celebration is held every three years, and it includes seven awards for community engaged work.

External community partners are eligible to be nominated for the following awards:

- Research and Scholarship- Recognizes an individual or entity that partnered with UWF to engage in community-based research successfully addressing an identified community need.
- Workforce and Career Development- Recognizes an individual or entity that partnered with UWF for the purposes of recruiting, training, or mentoring UWF students or alumni.

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

- Public Service and Education- Recognizes an individual or entity that partnered with UWF delivering excellence in service-learning, community outreach, or continuing education.
- Quality of Life- Recognizes an individual or entity that partnered with UWF to deliver a significant impact in the community in the fields of arts, health, leisure, or the environment.

UWF administrators, faculty, and staff are eligible to be nominated for the following awards:

- Community Engagement Educator- Recognizes an individual who made a significant impact in the community through their teaching.
- Community Innovation- Recognizes an individual who made a significant impact in the community through excellence in innovative community engagement.

UWF students are eligible to be nominated for the following award:

- Community Impact- Recognizes a UWF student for outstanding contribution in community service, community-based research, or advocacy.

The 2020 Spirit of UWF Awards program recognized many deserving recipients, including Mr. Robin Foley who worked in collaboration with UWF Athletics to bring the first parkrun to a University in the country. The parkrun is a free, weekly, timed 5k community event that takes place every Saturday, year-round. UWF works with parkrun organizers to ensure the trail is in good repair and to promote the event to the community. The inaugural parkrun occurred in February of 2019 drawing more than 200 participants, and it continues to draw large groups of participants each week.

Division and departmental celebrations continue to be held across the institution. For example, the College of Education and Professional Studies (CEPS) Annual Showcase recognizes faculty, staff, students, and community partners making a significant impact on the college. A criminology and criminal justice professor was awarded the 2021-2022 CEPS Outstanding Faculty Service Award recognizing a faculty member who has demonstrated excellence in service to the University, the community, and profession. A Community Partner Award is also part of the CEPS Annual Showcase, and this award recognizes a community partner that has made an impact on CEPS academic programs or scholarship. Additionally, UWF's Staff Senate coordinates the annual Employee Recognition & Awards Program (ERAP) which includes several awards that recognize the community engagement efforts of faculty and staff.

## **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.**

UWF's 2017-2022 Strategic Plan included five strategic directions and highlighted priorities for transformation and growth. The most relevant section of the plan was Strategic Direction 4, Community & Economic Engagement. The objectives in Strategic Direction 4 included:

- 4.1- Strengthen and expand partnerships that amplify UWF's impact and visibility in the community as an educational, cultural, and economic center.
- 4.2- Enhance the region's education, economy, culture, health, and well being through endeavors beyond campus borders.
- 4.3- Inspire partnerships that develop a pathway to employment for UWF students and graduates and imbue the community with value for UWF as a good neighbor.

The importance of community engagement was evident in many areas of the 2017-2022 strategic plan, but

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

there was more work to be done. A Steering Committee was formed in 2021 to facilitate the process of updating the strategic plan to best reflect UWF's mission, vision, and values as a regional comprehensive university. The Steering Committee held open meetings seeking feedback from internal and external stakeholders to ensure all voices were heard throughout the planning process. Additionally, a survey was conducted soliciting comments from stakeholders regarding each section of the 2017-2022 strategic plan significantly informing the updates to the 2022-2027 plan.

An important update for the 2022-2027 full version of the plan is the inclusion of indicators of success for each strategic direction. Establishing indicators of success provides a clearer picture and defined steps for achieving the goals.

Community & Economic Engagement remains Strategic Direction 4 in the 2022-2027 strategic plan, but considerable updates were made to this section after reviewing stakeholder feedback to ensure a focus on achieving deep and pervasive community engagement across the institution. Strategic indicators in this section now include:

- 4.1 Enhance the region's educational opportunities, economic development, health, and environmental sustainability.
- 4.2 Provide specific workforce needs/credentials for regional and state businesses.
- 4.3 Ensure mutually beneficial, highly visible cultural, entertainment, and recreational events.

A few examples of indicators of success for Strategic Direction 4 are the number of collaborative events with the community; number of students engaged in co-ops and internships; and attendance at UWF art, theater, and musical events.

Community engagement is also intentionally woven into other areas of the strategic plan. Strategic Direction 1, Goal 1.1 states, "Provide high-impact educational and co-curricular learning experiences that inspire, engage, and prepare students to become knowledgeable citizens and successful in their careers and lives." One of the indicators for success for this goal is "the number of mutually beneficial community partnerships."

Beginning with 2019-2020 data, the Office of Institutional Effectiveness (IE) redesigned annual plans/reports in a way that allowed for better alignment between departmental goals and the strategic plan. Reporters are required to identify departmental goals and align them to the strategic indicator that best fits the goals. IE is then able to compile and analyze data by strategic indicator providing a more comprehensive view of community engagement and other efforts across the institution.

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

The Office of Institutional Communications (OIC) is the central marketing and communication team for UWF. OIC builds awareness and increases the visibility of the University through showcasing transformative stories of students, faculty, staff, alumni, and community partners making an impact around the world. These distinctive stories set UWF apart from other institutions and bolster the University's brand.

Community engagement is emphasized in many of UWF's marketing and branding initiatives. One campaign with a significant community focus is UWF's Alumni Impact Stories. These impact stories help solidify UWF's commitment to using the power of higher education to drive positive change. UWF alumni from a wide range of degree programs are featured in the Impact Stories campaign, and they work for some of UWF's most engaged

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

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partners. Highlighted alumni share their journeys to graduation, including the importance of service to the community. One example comes from an MBA graduate who discusses the importance of being a champion for the community through active service and leadership. The Impact Stories campaign reinforces UWF's brand as an engaged regional comprehensive university that is responsive to community needs.

UWF prides itself on recruiting and hiring faculty with a commitment to high-quality teaching, research/scholarship, and service to the community. Through the Make Your Mark campaign, faculty across the institution describe how they have impacted UWF and the community through their work. The intent of this campaign is to attract top notch faculty with a passion for educating students and serving the community through research and partnerships. Dr. Susan James, Associate Professor in the School of Education, cites her work bringing the National Writing Project to UWF as a highlight of her career as part of the Make Your Mark campaign. The Emerald Coast National Writing Project offers high-quality professional development programs for educators in the local community. Showcasing faculty making a difference both on campus and in the community has proven highly effective in recruiting and hiring new faculty members.

The #iHireUWF marketing campaign is focused on enhancing engagement with members of the local business community, recognizing successful employer partnerships, and telling the story of the value of hiring UWF graduates. As part of this campaign, students and graduates discuss the experiences they participated in that helped prepare them for future careers. Community engagement was a common theme throughout the student testimonials. Cheyanne, a Nursing graduate, discussed her involvement in several community initiatives in her testimonial. She stated, "I helped create a Breast Cancer Symposium, and have been active in many community activities such as community garden work and a foot care for the homeless event through the nursing program." Featuring graduates who have been involved in these initiatives further solidifies UWF's desire to be a campus that is well known for its commitment to the local community.

Outside of OIC, departments across campus spotlight community engagement efforts through newsletters, social media, and website features on a regular basis.

-Alumni Impact Stories: <https://impactstories.uwf.edu/>  
-Make Your Mark Campaign: <https://makeyourmark.uwf.edu/>  
-iHireUWF Campaign: <https://uwf.edu/ihire/>

## SECTION 6: Infrastructure and Finance

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

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

**Provide any relevant links that support the narrative.**

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

During the 2015 self-study, community engagement efforts were primarily coordinated by Office of Community Engagement (OCE), the Community Engagement Coordinating Committee (CECC), and ASPIRE (now known as Institutional Effectiveness (IE)). In 2017, the Office of Career Development and Community Engagement (CDCE) became the primary entity for community engagement data collection and assessment for departments across the institution with continued support from the CECC and IE. Two professional staff members and one graduate assistant in CDCE are committed to community engagement data collection, assessment, and coordination efforts. The reporting line has shifted from the Division of Academic Affairs to the Division of Academic Engagement and Student Affairs (DAESA) better aligning community engagement with curricular and co-curricular experiences. The budget for community engagement consists primarily of State appropriated Education and General (E&G) funds.

CDCE now facilitates the CECC, the committee with the mission to support, coordinate, and advance community engagement across the institution. The CDCE Director hosts regular meetings with the CECC, and a few of the committee's recent accomplishments include: establishing a formal process for recognizing community partners; analyzing UWF's Community Perception Survey and providing suggestions for improvement of engagement efforts; and managing the annual community engagement reporting process for their respective departments/divisions. The CECC has expanded to include additional members since the last classification with an emphasis on including representatives from areas that are highly focused on community engagement.

Current members of the CECC include:

- Chair, CDCE Director
- Associate Deans from the five academic colleges
- Executive Director, Annual Giving and Institutional Communications
- Executive Director, Historic Trust
- Executive Director, WUWF, Public Media
- Director, Continuing Education
- Director, Community Outreach, Research and Learning (CORAL) Center
- Director, Kugelman Honors Program
- Director, Undergraduate Research
- Director, President's Office
- Director, Office of the Provost
- Director, Center for Fine and Performing Arts
- Senior Associate Director, Athletics
- Associate Director, IE
- Student Member- CDCE, Graduate Assistant

CECC membership will be expanded to include community partners in the future to better inform planning and strengthen collaboration with local agencies.

CDCE supports institutional community engagement efforts in collaboration with several units across campus including IE and Student Engagement. The CDCE Director works regularly with the IE Director and Associate Director to discuss community engagement assessment best practices and maintain a repository of community engagement reports. CDCE and IE work together to integrate the community engagement report into the annual reporting process and to communicate the timeline for submission to reporters.

CDCE also works with the Student Engagement team in the DAESA to support community engagement in the co-curricular. Student Engagement seeks out intentional partnerships to support students' lifelong commitment to community service and active citizenship for positive social change. Student Engagement staff support student volunteers by identifying opportunities, facilitating placement with community partners, and recognizing

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

participation in community service through the Student Leadership Annual Awards. Annually, Student Engagement facilitates two days of service, Martin Luther King Jr. (MLK) Day of Service and Founders Week Day of Service. These days of service often lead to future partnerships between student organizations and community agencies.

**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.**

In 2015, the two primary areas supporting community engagement efforts were the OCE in the Division of Academic Affairs and the Division of University Advancement. Over the last seven years, UWF has worked to expand community engagement across the university while also centralizing assessment and coordination of these efforts. Relocating the OCE to CDCE allowed additional personnel and funds to be dedicated to community engagement and a greater focus on the assessment and promotion of efforts across the university in the curricular and co-curricular.

Since the last classification, the primary funding sources for community engagement have shifted from Academic Affairs to DAESA and the Division of University Advancement. The Division of University Advancement continues to focus on external engagement and invests approximately \$3.7M annually in personnel, marketing, events, campaign materials, cultivation of support, partnership building, and other tools related to community engagement. During the 2015 application cycle, approximately \$3M annually was allocated to the Division of Advancement to focus on initiatives supporting institutional community engagement.

UWF is intentional about integrating community engagement throughout the institution. Because of this, it would be very challenging to provide a full analysis of the funding institution-wide that is directed to community engagement efforts. All Florida state universities operate under a Performance-Based Funding model. As part of this model, each institution is allowed to choose a tenth metric specific to its mission and goals. As referenced in section 3, question 3, in 2018, UWF chose to adopt a metric that lends itself well to community engagement. The tenth metric for UWF measures “the percentage of graduating seniors completing two or more high-impact practices (HIPs).” With this metric and an understanding of the importance of community engagement to the student experience, the majority of departments at UWF have integrated HIPs into the curricular and co-curricular, and many of these opportunities are community engaged. During the 2020-2021 academic year, budget allocations for units supporting community engagement, outreach, and partnerships with the community as one of their main functions was conservatively \$5.8M. This budget includes funds from the Division of University Advancement, CDCE, the Center for Behavior Analysis, the Center for Cybersecurity, and the Office of Student Engagement.

UWF has also established a funding structure that recognizes community engagement participation by faculty and staff into its infrastructure. For example, the annual Employee Recognition and Awards Program (ERAP) was established in 2016. The Marion Viccars Award is one of the highest awards that can be bestowed upon a UWF employee through ERAP, and the rating process includes review of the nominees’ community engagement efforts. Specifically, nominators must describe “how the employee exemplified community participation, made

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

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contributions, and/or implemented change by providing service to the community.” An employee with a long history of service to the University and the community was the recipient of the 2022 Marion Viccars Award. Monetary awards have been built into the University’s permanent budget for the ERAP program to help ensure community engagement efforts are recognized and rewarded.

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

As the only four-year public institution in Northwest Florida, UWF is a key player in the economic and cultural development of the region. UWF’s fundraising strategy is focused on a selection of major initiatives, several of which are community engaged. Fundraising priorities directed at community engagement include:

1. The UWF Downtown Lecture Series promotes interdisciplinary engagement from across the University by creating a public dialogue led by scholars, visiting artists, and lecturers in downtown Pensacola.

In addition, since its inception in 2009, the Seligman First Amendment Lecture Series has fostered dialogue about First Amendment issues uniting the University and local community in meaningful conversation. Made possible by a gift, this series aims to promote robust discussion and the opportunity to foster understanding and friendship among fellow citizens.

2. UWF’s listener supported WUWF Public Media provides news and information to the region to create a more informed and invigorated public. The station serves as a critical resource for the community during hurricane season and other major events.

3. The Argonaut Athletic Club serves as a booster club to support 15 UWF teams, generate school spirit, increase attendance at athletic events, and build tradition for UWF Athletics. The fall weekly football games attract several thousand fans to campus to attend the game and engage with the University community.

4. As discussed in section 5, question 5, UWF is the first university in North America to host a parkrun on its campus. Every Saturday year-round, a timed 5k takes place on the UWF nature trails. This event showcases the beauty of the campus and welcomes parkrun enthusiasts from across the region and the nation. There is also a social gathering after the event weekly at the coffee shop on campus. A Foundation fund supports the maintenance of the trail.

5. The UWF Historic Trust collects and interprets historical assets in the local area and creates programming featuring arts, education, and entertainment providing deeper, more meaningful connections to local history. Extensive programming at the Pensacola Museum of History, Pensacola Museum of Art, and The Children’s Museum delivers powerful community engagement. Also part of the UWF Historic Trust, Museum Plaza is a donor funded, multi-use and educational space downtown that helps inform the community about the history of Pensacola. It is used extensively by community organizations throughout the year for a variety of entertainment and cultural events.

6. Supported by the Goggins Luna Fund, UWF Archaeology students and faculty are conducting ongoing field research related to the 1559 Tristan de Luna Settlement and Shipwreck. The project provides new discoveries every year, and this work would not be possible without donor support. Due to a major gift, UWF is very

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

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fortunate to own a significant site related to the first multi-year European settlement in the United States.

7. The Florida Public Archaeology Network (FPAN), a UWF initiative, promotes and facilitates the conservation, study, and public understanding of Florida's archaeological heritage through regional centers. Headquartered in Pensacola, FPAN serves eight regions covering the entire state of Florida.

**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.**

UWF is dedicated to aligning the institution's mission with the needs of the local community and region. As one of the largest employers in the Pensacola Metro Area, UWF has a total economic output in the region of approximately \$1B annually. This spending is responsible for more than 9K direct, indirect, and induced jobs statewide. While these numbers are significant, they do not include the value of research and education outcomes to the State and to the region.

UWF makes significant contributions to the success and economic resilience of the regional economy. In alignment with the institution's core educational and professional development goals, the Industry Resilience and Diversification Fund (IRDF) allows UWF to directly contribute to the economic development of Northwest Florida. Over the course of one year, UWF approved \$5.3M in funding for projects cumulatively projected to add 685 new jobs and resulting in more than \$91M in capital investment in Northwest Florida. This data provides a one-year snapshot of the investments made by the IRDF program; over the last several years, the IRDF program has made direct investments exceeding \$20M.

The Florida Department of Economic Opportunity and the University worked together at the direction of the State Legislature to establish the \$30M IRDF program, originally called the Industry Recruitment, Retention and Expansion Fund, in the aftermath of the 2010 Deepwater Horizon oil spill. The program's goal is to encourage the creation of sustainable, high-paying jobs in diverse industries across the eight Northwest Florida counties (Escambia, Santa Rosa, Okaloosa, Walton, Bay, Gulf, Franklin and Wakulla) whose economies and communities were affected most heavily by the oil spill.

The IRDF program makes incentive awards of up to \$2M available to companies that relocate or expand into one of the aforementioned eight Northwest Florida counties. The application process is competitive, and participating businesses must commit to creating at least ten net new jobs in one of the eight eligible counties. The proposed project must also result in at least \$1.50 in economic activity for every dollar of IRDF funding awarded.

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

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The IRDF program is strongly supported by local government and economic development offices with representatives stating the following:

"The IRDF grant program is enhancing FloridaWest's primary initiatives to attract and grow innovative companies," said Danita Andrews, chief business development officer at FloridaWest Economic Development Alliance, the regional economic development organization located in Pensacola. "Partnering with UWF to deliver this grant opportunity to competitive projects is making a positive difference in these important relocation and expansion decisions and ultimately helping to strengthen and grow our local and regional economy."

"The IRDF program gives communities a very valuable economic development tool that helps diversify local economies," said Becca Hardin, president of the Bay Area Economic Alliance in Bay County. "Tourism will always be important to the Panhandle of Florida. The IRDF can be used to help recruit companies, such as advanced manufacturing, distribution and back office/white collar jobs, so that communities are not solely dependent on the tourism industry."

"Through the support of the University of West Florida's IRDF program, we have seen transformational project announcements occurring in the region," Hardin said.

"The IRDF has given Santa Rosa County the strategic and tactical advantages we've needed to bring high-value employers to the table, as well as the flexibility necessary to close the deals," said Shannon Ogletree, director of the Santa Rosa County Economic Development Office. "The result has been millions of dollars in new capital investment and hundreds of high-wage jobs for our people."

The institution is also intentional about aligning procurement and other business processes with community engagement initiatives and best practices. As part of Pensacola's 2030 strategic plan, capacity building for minority-owned businesses is an area of focus. UWF is committed to cultivating relationships with minority and woman-owned businesses as well as attaining maximum participation of those organizations in the procurement process for all goods and services for the University. Through UWF's Minority Business Enterprise Program, special consideration for procurement contracts is given to certified minority business enterprises.

UWF is diligent in ensuring the acquisition of property and real estate development initiatives align with the institution's mission and are in the best interest of the community. The UWF Board of Trustees (BOT) is the 13-member governing body for the institution. There are six committees within the BOT, one of which is the Finance, Facilities, and Operations Committee ("Committee"). The purpose of this Committee is to provide policy guidance and strategic oversight of the University's financial matters, financial reporting statements, campus master plan activities, and other real estate-type activities for both the University and its direct support organizations ("DSO"). When property is being considered for acquisition or real estate development, the Committee reviews the request and recommends appropriate action regarding the acquisition and distribution or encumbrance of real property. All property acquisitions and real estate development must align with the University's mission, part of which is to serve the local community.

Working with a planning team, the Committee is also responsible for the development and oversight of the Campus Master Plan (CMP). The 2021-2031 CMP knits the institution together with its surrounding communities and prioritizes projects that make the largest impact on academics, research, and student life. Through an extensive engagement strategy, the planning team for the 2021-2031 CMP met with campus and community stakeholders throughout the planning process. On-campus and virtual workshops were held for input from the campus community and the broader community. A CMP was created that aligns community and University needs as well as focuses on preserving and protecting historical resources. The CMP serves as a road

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

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map for current and future leaders as they look to grow and develop the facilities and real estate of the institution, and it is used as a guide to ensure the campus and community benefit when the campus is involved in property acquisition and real estate development.

UWF does not currently participate in a Payment in Lieu of Taxes (PILOT) program.

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

As a regional comprehensive university in Florida, there are strict regulations regarding the use of state funds to support external entities. All state funds must be used to support the University's mission and the funds are not able to be controlled by individuals or entities outside of the institution. However, UWF seeks out opportunities to provide funds directly to community partners through grant programs administered by the University. The funds administered through these grant programs have a direct impact on some of Northwest Florida's most historically marginalized communities.

The IRDF described in section 6, question 4 is one way UWF provides financial resources to community organizations. UWF has engaged educational entities, economic development organizations, local governments, and relevant state agencies while creating a framework and strategy for implementing the IRDF program. All proposals are reviewed and evaluated based upon project and community needs. The organization then determines how the funds will be spent to positively impact the local community and economy.

The Florida Small Business Development Center (SBDC) at UWF, in partnership with the UWF Foundation, administered several local Small Business COVID 19 Recovery Grant Programs during the pandemic. Multiple other grant programs were also administered during this time in partnership with federal, state, and local governments. Small businesses are an integral part of the local community in Northwest Florida, and the pandemic caused significant hardship for many of these organizations. Local companies and government entities partnered to fund the COVID 19 Recovery Grant programs, and the SBDC served as the grant administrator for these programs. The UWF SBDC processed over 275 grants totaling more than \$1.2M in unencumbered funds for Northwest Florida small businesses during 2020 which had a significant impact on the local community.

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

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

Beginning in 2019, UWF formally collects data regarding the community's perception of the institution's engagement every three years. A survey was administered in 2019 with a goal of determining the community's perceptions of UWF, and there were 960 respondents.

A few key findings from the 2019 survey included:

- Most respondents were familiar with UWF, considered UWF to be a reputable institution, and thought the

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

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institution was representing its core values well- especially inclusiveness, caring, and collaboration.

- UWF's Net Promoter Score was considered "good" and on the verge of "great" with more than half of the respondents considered a "promoter" of UWF's brand.

- A random word association experiment within the survey provided key insights on how respondents think of UWF. When asked to provide their own descriptors, "local," "growing," "community," and "quality" were the top words listed.

- When asked how the University should be more involved in the community, respondents stated there should be more of a focus on community and sporting events.

The results from community perception surveys are shared institution-wide via the Community Engagement Coordinating Committee (CECC), and the data collected informs planning and decision-making across the institution. One result of the 2019 survey was an increased focus on the quality and quantity of events held in the community, especially through collaborations with local organizations. For example, Gallery Night Pensacola is a local nonprofit that inspires culture, engagement, and the practice of arts of all types through a monthly event downtown. UWF frequently partners with this organization to highlight various celebrations and initiatives. Each year, the UWF Office of International Affairs partners with Gallery Night Pensacola to celebrate Lunar New Year. More than 150 Chinese Lanterns are hung above the streets of downtown Pensacola and the event consists of artistic performances, cultural demonstrations, and activities for families.

The 2019 survey was administered by the Office of Institutional Communications (OIC) in partnership with the Haas Center. Oversight of the survey has shifted to the Office of Career Development & Community Engagement (CDCE), and the latest survey was conducted in summer 2022. Key results from the 2022 survey included:

- 100% of respondents were satisfied or extremely satisfied with their level of engagement with UWF.

- 97% of respondents agreed or strongly agreed they were involved in campus conversations that impacted the community.

- 89% of respondents agreed or strongly agreed that campus leaders requested formal or informal feedback from them.

In response to these findings, discussions regarding how campus leaders can better engage external stakeholders in assessment, planning, and other processes that allow them to provide more formal and informal feedback have already begun.

Community perceptions are also captured through discussions at events and meetings, advisory boards, and other informal settings on a regular basis. The information from these discussions is typically shared through the CECC or through the community engagement reporting process, but not always. With this in mind, a more formalized process for internal and external stakeholders to provide ongoing, informal feedback related to community engagement still needs to be developed.

**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.**

The 2015 self-study identified assessment of community engagement as an area of improvement for UWF. In response to this finding, a formal community engagement reporting process was developed as part of the annual reporting process. Beginning in 2015, community engagement reporting was included as a separate report in

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

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University annual reporting procedures further institutionalizing this work.

Leaders across campus are charged with submitting departmental/unit community engagement reports. The reports include a separate tab for the four categories of community engagement and a fifth tab for community-focused student accomplishments. Reports are due by October 1st each year and cover the prior summer, fall, and spring semesters. The CDCE Director is responsible for compiling and analyzing the data annually in partnership with Institutional Effectiveness (IE) and the CECC.

The instructions for the community engagement report state, "It is recommended the report submitter send this spreadsheet to all faculty and staff within the department/unit and request they enter their individual data related to each section. Then, compile the individual data and submit one report per department/unit." These instructions are provided to solicit the most comprehensive data from each department. As the reports are submitted, the CDCE Director reviews and transfers relevant data to a master spreadsheet. The master spreadsheet feeds to the Community Engagement Dashboard (detailed in section 3, question 2) which breaks the data down by college and academic department. The Community Engagement Dashboard has proven a useful tool for evaluating engagement efforts across the University.

Since the last classification, community engagement data collection has become more institutionalized and pervasive. Previously, UWF aggregated community engagement data from multiple sources. Now, the vast majority of the data is captured through the annual reporting process. A Microsoft Word document was used to collect community engagement data for the first two years after it became part of the annual reporting process. It was quickly realized this process was too manual and allowed too much room for error in reporting, especially related to the timeframes captured in the reports. To remedy this, a transition to shared spreadsheets occurred during the 2018-2019 academic year. This change allowed for filters to be set which only allowed report submitters to select from the semesters the report was capturing data for at that time. One of the most significant changes realized from the move to including community engagement as part of the annual reporting process is that the "buy-in" related to the importance of community engagement from stakeholders has increased tremendously.

The assessment collection process has evolved each year since implementation, but there is still work to be done. UWF has been working on implementing an institutional definition and creating hallmark student learning outcomes (HSLOs) for various types of curricular and co-curricular engagement. In the past, many departments on campus had varying definitions of internships, research, and other types of engagement. Once these definitions and learning outcomes are widely adopted, the Curricular Engagement captured on the community engagement report will be more consistent.

Sample Community Engagement Report: [https://docs.google.com/spreadsheets/d/19oYeiR8zTuHPcjgua6dt8wCLEz\\_YkKvrDHg7ADI06Sc/edit?usp=sharing](https://docs.google.com/spreadsheets/d/19oYeiR8zTuHPcjgua6dt8wCLEz_YkKvrDHg7ADI06Sc/edit?usp=sharing)

### **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)?**

Since the last classification, UWF has established a framework for quality community engagement through the development of standards for all high-impact practices (HIPs), including curricular and co-curricular engagement. Cross-discipline work groups were assembled to define each HIP, articulate HSLOs, and develop a taxonomy for each HIP that addresses fidelity issues, assessment, and course development. The individual HIP definitions, HSLOs, and taxonomies facilitate a credentialing process for HIPs grounded in faculty peer-review,

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

pedagogy, and best practices.

Each work group engaged in the following process for their HIP type:

1. Developed an operational definition of the HIP nuanced for the UWF environment and guided by the National Survey for Student Engagement (NSSE) and the work of Kuh, Schneider, and the Association of American Colleges and Universities (AAC&U), 2008.
2. Established 3-5 HSLOs per HIP type.
3. Aligned HSLOs to at least four of the eight essential elements of HIPs.
4. Developed learning activities and student work products that could be implemented and assessed.
5. Designed a taxonomy for the HIP with levels of intensity for the course/experience.

For the Service Learning HIP-type, the results of this process were:

Operational Definition- UWF defines Service Learning as a combination of community service with classroom instruction, focusing on critical, reflective thinking as well as personal civic responsibility. Service learning programs involve students in activities that address global needs while developing their academic skills and commitment to their community.

HSLOs-

1. Communicate in a professionally appropriate manner.
2. Recognize one's own viewpoints and/or experiences and the viewpoints and/or experiences of others and the potential for growth.
3. Practice sensitivity when working with diverse groups.
4. Articulate service needs in the partner community.
5. Apply disciplinary knowledge to solve real-world problems posed by the partner community.

Essential Elements of HIP-

- Significant effort by students over an extended period of time within and beyond the classroom. (HSLO 1 & 5)
- Experiences with diversity, wherein students will interact/content with people and viewpoints different than their own. (HSLO 1-3)
- Structured opportunities to reflect on and integrate learning. (HSLO 1, 2, & 4)
- Opportunities to discover relevance through real-world applications. (HSLO 4-5)

Possible Learning Activities and Student Work Products-

The following are learning activities offered as examples for developing high-quality service learning experiences:

- Presentations to community leaders/partners
- Portfolios/ePortfolios
- Participate in a community board meeting
- Brainstorm partner's mission alignment with contextual factors and community circumstances
- Conduct an environmental scan, needs assessment, or Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis
- Design and deliver a training program for partner

Service Learning Taxonomy-

A comprehensive taxonomy was developed as part of the work group's process, and it included high, higher, and highest impact activities associated with the essential elements identified by the work group. As an example, the following criteria must be met for a course/experience to be considered "highest impact" for the diversity essential element:

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

- Class works together as a team with community partner(s).
- Numerous examples of students encountering diversity in an environment of tolerance.
- Representative of the partner's cultural perspectives as well as needs and values.

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

There have been several assessments and self studies conducted since the 2015 application that have advanced the depth and pervasiveness of community engagement at UWF. Curricular engagement was identified as an area of focus from the 2015 self study results. To begin addressing this area of focus, UWF's most recent Quality Enhancement Plan (QEP) focused on building students' professional communication skills through transformative curricular and co-curricular experiences. As part of the QEP, several assessments were conducted that impacted community engaged work. These assessments led to the University's focus on HIPs which includes community engaged courses and experiences. The outcome of this analysis was a goal for all UWF students to participate in two HIPs prior to graduation. As discussed in section 3, question 3, this goal became UWF's tenth metric for the Florida Board of Governors (BOG) Performance-Based Funding Metrics, and UWF reports annually on progress toward this objective.

As part of the HIP Grant, grant recipients complete a final summary report describing the project and assessing whether the HSLOs properly aligned to their work. They also describe how students demonstrated competency in the HSLOs as the course/experience progressed. The information collected from this summary report is used by the HIP Oversight Committee and the HIP Work Groups to refine the respective HSLOs and report project outcomes.

An example of this process advancing the depth and pervasiveness of community engagement comes from the 2021-2022 HIP Designation process (detailed in section 8, question 2). Faculty reported difficulty aligning the HSLOs for capstone experiences with the essential elements of HIPs identified on the taxonomy, highlighting the need for revision. The Capstone Work Group used the feedback to reformat the taxonomy to be more inclusive of the various types of capstone experiences including those that are community engaged.

UWF also collects community engagement data on an ongoing basis through several mechanisms. The Graduating Student Survey (GSS) is administered semesterly, and it asks graduates to identify experiences they participated in during their time at UWF, including community engaged activities. The NSSE is administered every two years with a focus on first year students and seniors. As part of the NSSE, data is captured related to participation in HIPs including service learning, study abroad, and other community engaged experiences. The information collected from both the GSS and the NSSE is used to measure progress toward institutional community engagement goals and to determine student populations of focus for community engaged efforts.

At the department level, self studies of community engagement occur as part of the annual reporting process and during accreditation cycles. The School of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP), and trends related to community engagement are monitored and analyzed as part of the accreditation process. CAEP Standard R2.1 states, "Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation." Efforts to meet this standard include the CPS Model detailed in section 4, partnership 5.

## **5. Describe how the institution aggregates and uses all its assessment data related to community**

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

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

The primary method for aggregating community engagement assessment data is through the annual reporting process. As described in section 3, question 1c, the annual reporting process consists of systematic collection of community engaged data on the community engagement report. The CDCE Director collects and analyzes this data in partnership with IE and the CECC. The data collected through this report feeds to the Community Engagement Dashboard. The Dashboard aggregates the data so it can be used to identify strategic partners across the institution and measure progress toward community engaged initiatives. Since the last classification, the percentage of departments submitting community engagement reports has steadily increased. For 2020-2021 data, 91% of departments submitted reports. The quality of data submitted has also increased as described in section 3, question 2.

One area of significant growth in data collection since the last classification comes from the HIP Designation process described in section 8, question 2. There has been a unified effort across campus toward common definitions for HIPs including community engaged courses and experiences. Prior to the HIP Designation process being in place, much of the data identifying community engaged courses was self-reported by faculty through the curricular engagement tab of the community engagement report, and their definitions of HIPs varied. Now, there is a common definition and HSLOs for most HIPs, and a process by which courses can be designated as an official UWF HIP. Though the process is still new, there has been great interest from faculty and staff in having their course or experience go through the vetting process.

The HIP Designation process allows for more consistency in the identification and tracking of community engaged and high-impact courses, and it allows students to quickly identify these courses during registration. Tracking the attributes in Banner also allows the number of community engaged courses, enrollment, participating faculty, etc. to be captured more easily. Once the HIP Designation process has been more widely implemented, the community engagement report will be even more streamlined since there will be less of a need for all of the curricular engagement information to be manually entered.

There have also been strides made in data collection and assessment related to students' service to the community. During the last application, UWF was using a system called JasonQuest to capture student community involvement. The system was cumbersome, causing many students to decide not to report involvement efforts due to the time the process took. During this application cycle, UWF utilized a system called ArgoPulse. ArgoPulse is a web-based platform that helps students get involved at UWF and in the local community. It provides an easy way for students to search for organizations on campus, stay connected with upcoming events and opportunities, manage involvement, and submit and track community service hours. Since ArgoPulse allows for a "one-stop shop" for students, it is simpler and more convenient to submit community service hours, and it is also easier for UWF staff to track those hours.

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

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

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

## **Provide relevant links.**

During the 2015 classification period, degree programs operated under Academic Learning Compacts (ALCs) at the undergraduate level and Academic Learning Plans (ALPs) at the graduate level, and this process is still in place. Through ALCs and ALPs, faculty have identified expected Student Learning Outcomes (SLOs) across institutional domains and relevant assessment strategies. These domains include content/discipline knowledge and skills; communication; critical thinking; and integrity/values. Within each domain, there are elements that support community engaged learning. Program faculty also have the flexibility to add SLOs that uniquely characterize work in the discipline and that align with UWF's mission. Since the last classification, UWF has focused on developing hallmark student learning outcomes (HSLOs) by high-impact practice (HIP) type which includes community engaged courses to create more consistency in course attributes for transformative experiences across the institution.

An example of the full process the work groups engaged in to establish quality standards by HIP type is detailed in section 7, question 3. This process included the establishment of HSLOs for each HIP type that are agreed upon across all academic colleges, programs, and experiences. To establish the HSLOs, faculty and staff serving on the respective work groups first developed an operational definition for the HIP-type. Then, in alignment with the operational definition, the HSLOs were created through a literature review of best practices and examination of current SLOs for courses identified as the respective HIP. One key finding during this process was the need to provide explicit examples for faculty and staff regarding how to incorporate community engagement into HSLOs for as many HIP-types as possible.

The following are the HSLOs established for Capstone courses, and community engagement is intentionally embedded into the third learning outcome:

- 1.Students will implement a comprehensive long-term project integrating appropriate strategies to encourage development of critical thinking, problem solving, and performance skills using a variety of resources.
- 2.Students will respond creatively to feedback at defined checkpoints in order to assess, enhance, or expand project objectives through critical self-reflection.
- 3.Students will collaborate with colleagues and/or the community to engage in projects appropriate for the students' field of study.
- 4.Students will present a high-caliber work product in a public forum.

A course exemplifying the HSLOs established for Capstones is COM4103- Leadership Communication. Students in this course work with a local nonprofit over a semester to assess their organizational needs and develop a comprehensive communication plan. They work inside and outside of the classroom to plan events, host social media takeovers, and develop a strategic communication plan specific to the agency's needs. The community partner gives feedback throughout the semester and after the culminating final presentation.

Since the last classification, the rating of SLOs have become more consistent and streamlined due to the assessment products developed by the HIP Work Group. Faculty who adopt the institutional definitions and HSLOs for a particular HIP-type can apply for consideration to receive the associated HIP attribute awarded through the HIP Designation process (detailed in section 8, question 2).

**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.**

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

During the last classification period, community engaged courses were systematically assessed through departmental annual reporting, and this process remains in place. Specifically, a component of that process is SLO assessment. Annually, each department submits evidence of assessment activities and use of these findings to improve student learning. To take that process a step further, community engaged courses are now systematically assessed through the HIP Designation process. The goal of this process is to establish and utilize HIP designation as recognition of quality high-impact activities that provide transformational learning experiences for students. The process also allows for broader data capture of high quality experiences and helps faculty document their HIP courses.

The HIP Designation Process is led by faculty members with a passion for high-impact and community engaged work. Each HIP-type has an associated designation committee that reviews submitted courses and experiences on an annual basis. Members of the designation committees were selected based upon recommendations from the HIP Oversight Committee and the HIP College Liaisons. The responsibilities of the designation committees include:

- Attend training session(s) on using the UWF definition, HSLOs, and taxonomy to review/vet courses and experiences.
- Use the HIP-type definition, HSLO's, and taxonomy to make the final decision regarding if the course or experience meets the criteria as an official HIP.
- Submit final recommendations to the HIP Oversight Committee
- Participate in at least one HIP professional development workshop/session per academic year.

High-impact and community engaged work is an institutional priority at UWF, and administrators strongly encourage faculty participation in the HIP Designation process. Department chairs recommend courses for vetting and also encourage faculty members to submit their courses for consideration.

For a course to be considered for HIP Designation, the following information must be submitted during the semesterly application process:

- Course prefix and section number
- Description of the course/activity content
- HIP-type designation requested
- Explanation of alignment to appropriate HSLOs and essential elements
- Syllabus and supporting documents

The vetting committee for each HIP-type reviews and rates all applications using the associated taxonomy. Courses and experiences passing the faculty-led vetting process will receive a HIP attribute in Banner, receive the relevant HIP-type icon for display on syllabi and other course materials, and will be on the official UWF HIP list of courses and experiences for a total of three years. Courses need to be re-vetted every three years, or if substantial change to the course occurs.

An example of a course that received the Service Learning HIP designation in spring 2022 is GEO4005/GEO5007- Environmental Management and Planning. The course content is described in further detail in section 4, partnership 6. Four faculty members from departments across campus serve on the Service Learning Designation Committee. Committee members reviewed the course syllabus, sample course assignments, and other elements and approved the course as an official Service Learning HIP. The course will receive an attribute in Banner from Spring 2022 through Spring 2025 at which point it will need to be reviewed again.

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

### **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.**

The HIP Designation Process described in section 8, question 2 has resulted in changes being made to for-credit community engaged courses to ensure alignment with the established HSLOs.

NUR3505- Mental Health Nursing (described in section 3, question 3) received the Diversity, Equity and Inclusion (DE&I) HIP designation in spring 2022. The HSLOs established for DE&I HIPs are:

- Demonstrate openness to new perspectives and sensitivity to diverse others.
- Communicate and collaborate effectively with people from a variety of backgrounds.
- Critically examine and reflect on one's own personal beliefs, attitudes, and biases about historically marginalized people and cultures in the United States and across the world.
- Recognize and appreciate the contributions to knowledge and society that have been made by members of diverse groups and historically marginalized people.

NUR3505 underwent a change to include a community mental health symposium during the spring 2022 semester. The idea for the symposium was born from the assessment conducted through the Achieve Healthy EscaRosa (AHER) partnership described in section 3, question 4. The results from the community health survey indicated mental health resources were desperately needed by local residents, so NUR3505 was refocused to include a symposium on this topic. The symposium was designed to promote community mental health awareness, promotion, and resource availability that positively impact social determinants of health. Students in the course worked with faculty and community members to create mental health awareness/promotion projects that were presented at the symposium. A sample project involved research into the mental health benefits associated with participation in the arts, specifically writing, music, dancing, sculpture, drawing, and painting. Community and student feedback for the symposium was overwhelmingly positive with one attendee stating in their evaluation, "I thought it was an amazing way to help shed light on eliminating the stigma around mental health and allowing real people to share their stories."

In order to receive the DE&I HIP designation, a course must align its SLOS with the HSLOs set forth by the HIP Work Groups. The process for including the symposium in the course was a multi-step process. First, the faculty member applied for and received a HIP Grant to fund the event. Next, the course SLOs were aligned with the HSLOs established for the DE&I HIP type, and the course was submitted for consideration for HIP designation. Finally, the course was reviewed by the respective vetting committee, and a decision was made to award it the DE&I HIP designation due to the course's exceptional alignment to the HSLOs.

Courses that do not receive the designation receive a decision letter that includes suggestions for revision to the course to ensure alignment with established HSLOs and encouragement to apply again during a future cycle.

### **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.**

During the last application period, student achievement of co-curricular community engagement outcomes was primarily managed at the program level. Individualized assessment continues to occur at the program/initiative

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

level, but the development of formal definitions and HSLOs by the HIP work groups (described in section 7, question 3) creates a more consistent, campus-wide approach to assessment in both the curricular and co-curricular.

The HIP Grant program provides an example of systematic, campus-wide assessment of student achievement of institutional community engagement learning outcomes in the co-curricular. Projects receiving HIP Grant funds do not have to be associated with a course, but they must align with the formal definition and HSLOs for the HIP-type for which they are requesting funding.

For 2021-2022, the College of Business's (COB) co-curricular Executive Mentor Program received funding through the HIP grant program. Students in the program are partnered with mentors from a wide range of organizations enhancing UWF's partnerships with community leaders and helping to equip mentees with the skills needed to be successful in their future careers. The systematic assessment comes from the HIP Grant summary reports where the grant recipients align the HSLOs with the HIP project outcomes. In this instance, the HIP Grant funds allowed the Executive Mentor Program to hold a speed networking event with mentors from the community and to purchase a common read book read by mentors and mentees. Mentees submitted an ePortfolio containing their resume, elevator pitch, and LinkedIn profiles prior to the networking event, and mentors provided feedback. Surveys were also used to capture reflections on the program.

At the department level, the Office of Student Engagement facilitates several days of service. Past assessment for days of service has focused on event satisfaction and qualitative data about the student experience. With the transition to a new Director of Student Engagement, learning outcomes for these events have been established including:

- Reflect on community service as a component of responsible citizenship.
- Describe and analyze the social issues relevant to the community organization or agency in which they serve.
- Engage in meaningful and repetitive action in local communities.

Future assessment will tie directly to these learning outcomes.

At the program level, departments conduct assessment of community engaged outcomes and report them through annual and impact reports. For example, UWF partners with Gulf Power to facilitate the Take Stock Collegiate Scholars program. Take Stock Collegiate Scholars is a bridge program providing Florida participants from the Take Stock in Children program who attend UWF the opportunity to receive additional academic support, mentorship, and service experience that will help them become career-ready upon graduation. One of the goals for Take Stock Collegiate Scholars is for students to participate in community service. This program is a retention initiative, and support is provided to students to encourage participation in service activities through the hosting of days of service. Assessment data is collected through an end of term survey and a graduating student survey which is used to report outcomes to UWF and Gulf Power administrators.

**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.**

UWF strives to leverage institutional and community resources in mutually beneficial ways. Strategic plan objective 4.2 states UWF's goal is to, "Enhance the region's education, economy, culture, health and well being through endeavors beyond campus borders." One way the outcome and impact of this objective is measured is through the UWF Haas Center's work with Achieve Escambia on a community well being dashboard. This

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

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dashboard is used in a variety of University and community initiatives, and the Haas Center is the primary collector of the data.

With a mission of supporting the region and state with workforce and survey research, economic impact modeling, and industrial innovation, the Haas Center tells stories centered around economic data and the human experience. The Haas Center partners with community leaders from Achieve Escambia and AHER to provide data for the Achieve Dashboard. The health indicator portion of the dashboard is described in section 3, question 4, but there are several other community indicators also being measured and assessed. These additional indicators include education, quality of place, economic vitality, and workforce and demographics.

The education indicator measures academic success, career readiness, graduation rates, and kindergarten readiness for Escambia and Santa Rosa counties. In the academic success area, indicators such as third grade reading levels, seventh grade math achievement, and student absenteeism are measured over time. The data is used to improve educational outcomes through initiatives such as Pensacola 2030, the framework established by the Pensacola Chamber Foundation to drive economic prosperity, enhance quality of life, and strengthen the community.

Quality of place encompasses various indicators including quality of life and community. This indicator seeks to measure whether Escambia and Santa Rosa counties serve their communities well through systematic and social structures. Quality of place measures climate matters, family structures, food environment, infrastructure, net migration, poverty, transportation, and voter turnout. The food environment measures food insecurity rates. To address food insecurity at UWF, the Argo Pantry (described in section 13, question 2) provides free food to UWF students in need.

Economic vitality measures business characteristics, employment, housing statistics, income measures, and top industries and occupations. UWF uses the data captured in this section as a way to ensure the institution is responsive to the needs of local and regional employers in terms of available degree programs and services.

Finally, the workforce and demographics indicator looks at career readiness, population and demographics, and workforce characteristics. Career readiness captures educational and occupational information for the community. This information is used in various initiatives including the Achieve Escambia- Cradle to Career program in which UWF is extensively involved. The Cradle to Career program is designed to improve outcomes for learners of all ages through addressing relevant social determinants.

Since the last classification, the data collected on community indicators has become deeper and more pervasive. The data collected by the Haas Center for the Achieve Dashboard is used in many UWF-led initiatives as well as to advance community programs and resources in Escambia and Santa Rosa counties.

Achieve Dashboard- <https://www.achievedashboard.org/>

## **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.**

Various mechanisms are used to assess the outcomes and impact of community engagement on faculty. One example comes from the HIP Grant summary reports which require faculty to assess and reflect on the projects they receive funding for through the grant program. During 2021-2022, faculty from the Department of Criminology and Criminal Justice received funding for their community engaged project, "Inside Out Prison

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

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Project.” The associated course was taught inside a prison with incarcerated students and UWF students in attendance. The faculty members aligned the HIP service learning HSLOs with the project SLOs reflecting on the impact this experience had on them and their students as part of the summary report. They also presented during the UWF HIP Symposium providing more exposure for community engaged work and an opportunity to showcase their unique project.

Informal qualitative feedback from faculty regarding community engaged work is also collected through the HIP Oversight Committee. A faculty member from the Department of Earth & Environmental Sciences facilitated a service learning project titled “Argos’ Edible Campus” where students worked together to expand access to nutritious foods for the campus and community. The faculty member reflected on the experience with the HIP Oversight Committee stating, “Participating in high impact learning activities with my students is the highlight of my teaching career. While I have been involved in several HIPs, my favorite was mentoring students in the Argos’ Edible Campus service learning course. Most of the students in the class are still involved in the program today, several semesters after their class ended. Watching them boast of their great experience and legacy impact at conferences and our university’s convocation was another bonus and renewed my faith in teaching the next generation of critical thinkers and community members.”

The impact of an intentional institutional focus on community engagement is increased faculty interest and participation in community engaged and HIP work. Other factors impacting increased participation in community engaged work since the last application include:

- HIP Designation (described in section 8, question 2)- This process recognizes faculty for embedding community engagement and HIPs into their courses. It also allows UWF administrators to identify gaps in community engagement and HIP opportunities because designation data is reported by academic college/division as well as by HIP-type.
- Faculty Recognition- UWF has developed several awards and recognition programs (described in section 5, question 5) to encourage faculty to engage in community focused work.
- Grant/Stipend Opportunities- Multiple grant programs have been implemented to support community engagement since the last application. For example, a project that was part of the 2015-2020 Quality Enhancement Plan (QEP) included Service Learning Mini Grants providing faculty with a \$500 stipend for incorporating service learning into their courses.
- Professional Development- UWF offers professional development opportunities including travel to conferences for community engaged and HIP work. In 2022, five faculty members were awarded funding for a trip to the HIPS in the States Conference, which focuses on assessment, equitable access, and the impact of HIPs including those that are community engaged.

## **7. Provide an example of a systematic, campus-wide, mechanism for assessing community engagement outcomes and impacts on the campus and describe one key finding of each. How have the results of impact on the campus changed since your last classification? Provide relevant links.**

The Florida Board of Governors’ (BOG) strategic plan demonstrates the importance of community engagement to the state by mandating that all State University System institutions apply for the Carnegie Community Engagement Classification by 2025. Community engagement has always been an integral part of UWF’s mission and culture, so the campus welcomed the opportunity to apply for the classification for both the learning experience and the possibility of recognition as an institution committed to serving the community. The 2015 self-study uncovered many strengths as well as areas for improvement which have guided UWF’s community engagement strategy moving forward.

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

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Assessment of community engagement was identified as an area of focus for UWF during the 2015 self-study. The subsequent implementation of the community engagement reporting process (described in section 3, question 2) provides an example of a systematic, campus-wide mechanism for assessing the outcomes and impacts of this work on the campus. The community engagement reporting process institutionalized the collection and analysis of this data. The data collected is used on a regular basis to inform practice and drive improvement. An outcome of the formalization of this process was increased awareness and support for community engaged initiatives across campus. Increasing awareness and support for these initiatives led to a focus on the quality of community engaged work. As described in section 7, question 5, formal definitions, HSOs, and assessment activities have been developed for community engaged HIPs further institutionalizing this work.

Another outcome of the formalization of reporting community engagement data was the need to synthesize the information into an accessible, usable format. The Community Engagement Dashboard described in section 3, question 2 does just that. Users are provided with an overview of UWF's curricular engagement, community partnerships, initiatives and signature programs, and service and citizenship by academic year. While there are still improvements to be made, the Community Engagement Dashboard has been a valuable resource for the campus community to assess UWF's impact on the community over time.

The Community Engagement Dashboard has also provided valuable data for institutional and state-level initiatives including the BOG's Taskforce on Academic and Workforce Alignment (TAWA). The overall goal of TAWA is to improve engagement with university leadership and the business community, and some of the recommendations include:

- University leadership must maintain relationships with top employers in the community and statewide business groups (Chambers of Commerce, Enterprise Florida, etc.).
- Departments should have advisory councils with community representatives from a range of organizations.
- Universities should have a plan to engage organizations in research opportunities to help solve real-world problems faced by Florida's industries.

The Community Engagement Dashboard was used to provide baseline data for these recommendations and will continue to be used as UWF's TAWA plan evolves. The institutionalization of community engagement has increased focus campus-wide on actively engaging partners in conversations to determine needs and then developing mutually beneficial strategies to address those needs.

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

In an effort to further institutionalize community engaged and HIP work, the community engagement data described in questions 4-7 is disseminated through a variety of mediums. The HIP Grant data was highlighted in divisional impact reports and Career Development and Community Engagement's (CDCE) annual report. Additionally, the projects associated with the grants are maintained in an electronic toolkit to provide faculty and staff who are interested in pursuing community engaged and HIP work with resources and ideas. At the program level, data is reported through annual, external, and impact reports. The Take Stock in Collegiate Scholars program (described in question 4) data was reported in UWF's Higher Education Excellence in Diversity (HEED) award application to highlight the work being done to improve graduation and retention rates for historically underrepresented and first-generation students.

The data from the Achieve Escambia community indicator dashboard described in section 8, question 5 is

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

disseminated both internally and externally. Internally, data from the dashboard is used to establish programs and services to meet the needs of UWF students and alumni as well as the community. For example, the need for the mental health symposium described in section 3, question 3 was determined from the data collected as part of the health and social wellbeing indicator on the dashboard. Externally, the data collected is used as part of community initiatives such as Pensacola 2030, the city's strategic plan detailed in section 8, question 5.

The outcome and impact on faculty data is also reported through annual and impact reports, and it is used to encourage more faculty participation in community engaged and HIP work. Faculty members' community engaged work is also often highlighted through UWF's social media channels and the UWF Newsroom. The Argos' Edible Campus service learning project described in section 8, question 6 was featured in a May 2021 UWF Newsroom article which led to a social media feature and other news outlets picking up the story. Disseminating the qualitative data associated with community engaged work has been an important part of institutionalizing community engagement at UWF.

Data regarding the impact of community engagement on the campus is also distributed through a multitude of strategies. As discussed throughout the application, the formalization of reporting community engagement data led to the development of the Community Engagement Dashboard. One example of using the Dashboard to disseminate data comes from the Community Partner Spotlight described in section 3, question 1. The Dashboard is used to identify potential community partners to highlight and then the Community Engagement Coordinating Committee (CECC) votes on which partnerships will be recognized through the quarterly Community Partner Spotlight. Information on the nature of the partnership is shared via UWF's website and social media outlets, and many community partners also share it through their own channels.

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

An example of UWF disaggregating data by identity-based demographics comes from the Kugelman Honors program. After reviewing honors enrollment data, it was determined there needed to be additional focus on recruiting traditionally underrepresented students to the program. The Kugelman Honors program regularly embeds service and community-based learning into the curriculum. For example, one of Honors community-based partnerships is with Valerie's House, an organization focused on supporting families who have experienced the loss of a loved one and are dealing with the associated grief.

To increase access to the program, the Honors team facilitated the Kugelman Honors Summer Institute. With a goal of recruiting a more diverse Honors cohort, 15 rising high school juniors from underrepresented populations participated in the week-long event where they lived on UWF's campus and engaged in discussions and high-impact experiences with faculty, staff, students, and community experts. Students also traveled to New Orleans during the Institute, visiting historical sites and engaging in critical discussions about the event theme, "Race, Ethnicity, and Belonging: How do we talk about it?" The bus ride home became a moving classroom as students reflected on their Summer Institute experience. The hope is that the Honors Summer Institute helps to create a diverse pipeline of students interested in becoming part of the UWF Kugelman Honors program.

Qualitative feedback suggests lack of funding to participate in high-impact experiences like service and community-based learning is a barrier for underrepresented UWF students. One way UWF is addressing this

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

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barrier is by providing need-based grants and scholarships to students. CDCE offers a HIP Scholarship that awards between \$500-\$1,000 to undergraduate students who are pursuing or intend to pursue a HIP which includes service learning, study away/abroad, and community-based research. CDCE also administers a needs based scholarship awarding funding of up to \$250 to students and recent alumni to use toward the purchase of professional attire at the annual Argos Suit Up event, a partnership with the local JCPenney. Similarly, CDCE facilitates the Professional Development Fund offering students and recent alumni financial assistance to be used to further their career goals. Professional development funding can be used to purchase professional attire, for travel funds to attend an interview, to offset the cost of enrolling/participating in a HIP, for the cost of supplies that may be needed for research posters and other deliverables, and/or to offset childcare costs associated with the above activities. UWF is intentional about increasing access to community engaged and high-impact experiences, and these are just a few of the programs and services that support this effort.

**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.**

Though it is not demographic specific, qualitative data is collected to gauge the effect of community engagement on faculty. A faculty member in the Department of Earth & Environmental Sciences who has been actively engaged in the North Port St. Joe service learning project discussed in section 4, partnership #6 shared,

"Since becoming a professor, I had always been looking for a way to connect my teaching, with my research, and service in one fell swoop. I had been able to make tangential connections here and there, but nothing fully integrative. Service-learning with community partners in North Port St. Joe has finally afforded me that opportunity. With course projects such as Conducting an Economic Opportunity Study of North Port St. Joe, I am able to work with students I teach, on research I care about - all in service of members of the non-University community. Service-learning has truly come full circle for me, and I am grateful for the opportunities UWF provides me to bring all of my selves to bear in advancement of the University's mission of teaching and learning in service to the community"

Much work has been done to increase the number of faculty and staff participating in community engaged work. There is a sub-group of the HIP Oversight Committee that is focused solely on faculty and staff professional development and recognition related to community engaged and HIP work. The action plan for this subcommittee includes:

- Reviewing and implementing changes to bylaws, addendums, policies (e.g., tenure and promotion) in colleges/departments to recognize community engaged and HIP work.
- Providing relevant documentation that can be used in tenure, promotion, and sustained performance reviews.
- Reviewing accreditation agency guidelines regarding scholarly work as related to tenure and promotion.
- Identifying pressure points related to experiential learning administration.
- Hosting public forums where faculty can present their community engaged and HIP work and spotlighting faculty who are conducting this work.
- Administering an awards and recognition program specific to community engaged and HIP work.
- Facilitating professional development opportunities for faculty and staff interested in pursuing community engaged and HIP work.

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

While UWF has several programs and services designed to increase access to community engaged courses, student participation data is not being disaggregated by demographic at this time. From this self-study, it has been determined that there is not currently adequate assessment of identity-based faculty and student demographics related to community engaged courses. The number of faculty teaching community engaged courses, the number of students participating in these courses, and the types of engagement are the primary measures collected at this time. Assessing identity-based faculty and student demographic information along with offering additional professional development support for community engaged work will be areas of focus for UWF in the future.

## SECTION 9: Faculty and Staff

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

Faculty development continues through what was formerly the Center for University Teaching Learning and Assessment (CUTLA), now rebranded as the Center for Teaching, Learning, and Technology (CTLT). Both CUTLA, and now, CTLT, have offered regular professional development for faculty through panels, workshops, and guest speakers on topics such as how to engage students with community partners or in community service.

CUTLA and CTLT have also been intentional about sharing UWF's HIP and community engaged work with external audiences. During 2021-2022, CTLT instructional designers presented "High Impact Practices in Online and Hybrid Courses: A Reflection of Faculty Experiences" at a live workshop designed to help faculty enhance their online teaching practices. Service learning was highlighted as part of the presentation as well as various other community engaged high-impact practices (HIPs). For example, The Homelessness Project was a collaborative assignment with a community engagement element discussed during this session. Psychology majors conducted research and assembled resources on homelessness which was then shared with a local Homelessness Task Force. The presenters shared the details of the project and discussed best practices for faculty interested in incorporating similar assignments into their courses.

Professional development is also offered through the HIP Liaisons who serve on the HIP Oversight Committee. Each academic college has a HIP Liaison who provides consultation for faculty and staff in their college regarding curriculum design for courses that include HIPs, as well as professional development opportunities. An example of a professional development activity hosted by the HIP Liaisons is the HIP Book Club. The HIP Book Club meets regularly to discuss best practices and engage in thoughtful discussions about how to successfully implement HIPs into the curricular and co-curricular, including those that are community engaged. The first book discussed by the group was "High-Impact Practices in Online Education Research and Best Practices." The group expressed an interest in discussing equity and access to HIPs, so for 2022-2023, the new book is "Delivering on the promise of high-impact practices: research and models for achieving equity, fidelity, impact, and scale." Beginning Spring 2021, CTLT and the HIP Liaisons began hosting virtual weekly chats every Friday to discuss a variety of HIP-related topics with faculty and staff.

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

From the community partner perspective, a variety of trainings and workshops on community engaged subjects are offered on a regular basis. For example, at the Office of Career Development and Community Engagement's (CDCE) annual Employer Workshop, partners learn about creating internship and volunteer programs, recruiting diverse populations, and other relevant topics. CDCE also offers on demand consults with community partners interested in starting internship, volunteer, and other experiential programs.

Since the last classification, the quality and quantity of community engagement focused professional development opportunities has increased. During the last application cycle, virtual training opportunities were available on a much lesser scale. Now, nearly all professional development opportunities are conducted with a virtual or hybrid option. The results have been an increase in engagement in these training opportunities and more interest in HIP and community engaged work overall.

## **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

### **Remote/On-line Community Engagement-**

While UWF has long offered an array of online resources, the pandemic prompted a move to solely online programming significantly increasing the number of community events and activities available virtually. CTLT's instructional designers were instrumental in helping faculty shift classes to a virtual format. As departments found ways to connect with students virtually through panel discussions, guest lectures, and virtual events, they discovered these practices could be expanded to reach community members through streaming links. Music and theater events now often include a live webcast or an on demand recorded video to reach a wider audience.

Several departments regularly offer streaming links to the public to join discussion events. Doing so has enabled them to invite local high school students and teachers to join discussions on topics such as elections and public policy. The College of Arts, Social Sciences, and Humanities' (CASSH) signature community event, the Downtown Lecture Series, brings in world class scholars for discussion with live question and answer opportunities, and it is available in an online format. The Leisure Learning Society caters to senior citizens on topics of intellectual interest through Continuing Education, and it has expanded its reach to seniors who are home-bound by offering virtual discussion groups through online meeting platforms.

### **Planning/Design Stipends-**

UWF's 2015 application identified recognition of faculty efforts in planning and designing innovative community engaged courses as an area for growth. Feedback was collected from faculty highlighting a need for more

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

professional development and access to funding to develop community engaged courses. As a first step in providing these resources, a Quality Enhancement Plan (QEP) proposal for Service Learning Mini Grants was funded during 2017-2018. Faculty recipients of the \$500 mini grants agreed to incorporate Hallmark Student Learning Outcomes (HSLOs) and best practices for service learning into their courses and to provide access to assessment data. These mini grants were a precursor to the HIP Grants detailed in section 3, question 3 that provide funding of up to \$20K to faculty who want to incorporate HIPs into the classroom with special consideration given to projects that include community engagement.

## Eligibility for Institutional Awards-

In addition to the awards programs described in section 5, question 5, the University bestows the Distinguished Faculty Service Award at Honors Convocation. This award goes to a faculty member who has exhibited exceptional contributions in the area of service over the past academic year placing an emphasis on community service. For purposes of the award, service is defined as, "University Faculty who contribute professional talents and expertise to support the public service mission of the University. Such service includes, but is not limited to, providing the benefits of their expertise to community organizations; making public professional appearances or performances; consulting with governmental agencies, business industries, educational systems, community service or arts organizations; serving on University committees and councils; participating in the recruitment and professional placement of students; and serving as an officer or committee member in organizations related to area of professional expertise." The faculty member awarded the 2023 Distinguished Faculty Service Award, Ms. Mamie Hixon, serves as an Assistant Professor in the Department of English and the Director of the Writing Lab. She was recognized for her many service contributions, one of which is working with local activists to improve race relations, fill generation gaps, and increase community knowledge of communication and grammar.

## Participation on Campus Councils or Committees Related to Community Engagement-

The Community Engagement Coordinating Committee (detailed in section 6, question 1) consists of representatives across the institution who are committed to advancing community engaged work. Committee members serve as liaisons to their respective colleges, divisions, and departments regarding community engaged activities and initiatives. Additionally, there are a significant number of campus-based employer advisory boards that include community engaged initiatives.

The UWF Department of Public Health has an active employer advisory board. The Public Health Advisory Board provides diverse perspectives, advice, and input to the Department of Public Health on its direction, priorities, and opportunities. Membership on this board represents a variety of sectors, including governmental public health agencies (state, district, local), health service organizations, community stakeholders, professional associations, employers, and alumni. The advisory board has facilitated several community facing activities over the past few years that have helped advance local public health initiatives.

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

UWF's Recruitment, Selection, and Appointment Policy states, "The applicant selected for a position vacancy (the finalist) should be the applicant who best meets the position requirements, selection criteria, and needs of the department." Search/recruitment practices are department specific, and each area has bylaws to abide by throughout the process.

The vast majority of department bylaws include practices designed to encourage the hiring of faculty with expertise in and commitment to community engagement. For example, the Department of Administration and

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

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Law's bylaws state Professors, Associate Professors and Assistant Professors should actively participate in service activities at the Department, College, and University levels in addition to service to the community and appropriate profession. For tenure at any level, the same bylaws state, "Significant contributions in service, including a measure of tangible and public evidence of both internal and external service, while employed at the University of West Florida, with evidence of continuous improvement." The College of Business (COB) has an overarching set of bylaws that state the role of the faculty is to, "Perform public and professional service that is consistent with, and in support of, the mission and programs of the College." The Department of Information Technology dedicates a whole section to service in its bylaws and specifically mentions "community service related to one's discipline" and "identifying and expanding internship and practicum opportunities for students and nurturing those industry relationships."

A document that assists departments in creating and updating bylaws is the UWF Competence and Qualifications of Instructional Personnel- Faculty Credentials guide. This document outlines the experience required for faculty members at all levels, and it is also used in the search and recruitment process. The guide includes the following excerpts related to service for Professors, Associate Professors, Assistant Professors, Instructors, and Lecturers: "The appointee engages in teaching, scholarship and creative projects, and/or service and other related activities." UWF emphasizes teaching, scholarship and creative endeavors, and service as performance indicators for full-time faculty. Faculty members are expected to make significant contributions in all three areas, and these areas are heavily considered by the departments during the search and recruitment process.

In April 2021, the COB had an Instructor position posted for the Master of Business Administration (MBA) program. The position qualifications stated, "In addition to educational background, candidates must demonstrate relevant professional experience that is substantial in duration and level of responsibilities, as well as, professional and community service." A preferred qualification for the same position stated, "Experience with utilizing high impact practices and assessment of learning goals is strongly desired. Professional experience in relevant fields, involvement with community engaged learning, and success in developing cooperative programs/initiatives with industry are considered strong assets." Also in April 2021, the College of Education and Professional Studies (CEPS) posted an Assistant Professor, Social Work opportunity. The job description included the following verbiage related to community engagement, "the faculty member is expected to work with municipal and regional service organizations, and provide meaningful service to the department, college, and the profession."

## **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 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.**

In the "2022-2023 Annual Guidelines for Tenure, Promotion, and Evaluations," the University emphasizes service which is consistent with its mission as a regional comprehensive institution, stating, "departments should recognize service is relatively more important in a regional comprehensive university than what might be

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

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expected at a research-intensive university.” Eight indicators of service are specified, two of which are specific to community engagement. The indicators are, “discipline-related service to the community,” and “community activities related to one’s discipline.”

The tenure and promotion guidelines provide the institutional construct departments abide by, but many departments also have policies within their bylaws rewarding faculty scholarly work that uses community engaged approaches through the annual performance evaluation process. The vast majority of these bylaws apply to faculty in all statuses. Because the bylaws vary across disciplines, UWF relies on the expertise of the departments to determine how community engaged scholarly work is rewarded through the Tenure, Promotion, and Evaluation process.

In the CASSH, the evaluation process of the Anthropology department bylaws includes serving as a panel or symposium discussant and museum exhibits as criteria for assessing scholarly/creative contributions, both of which have a community focus. The Art and Design department notes scholarly and creative activities can take several forms including art exhibitions, shows, and displays in museums, all of which are often community-facing.

In the COB, the Accounting and Finance department requires scholarship and creative activities exist in public written form for the evaluation process. The department also includes “consulting projects of sufficient scope and duration” as a qualifying scholarly and creative activity which are often community-focused. The COB also has college-level bylaws with a strong focus on community engagement. The bylaws outline the expectations of the Dean of the COB stating they should, “support and enhance the standing of the college in the community.”

The School of Education in the CEPS includes, “documentation of invited lectures, papers, speeches or presentations at colleges or universities, professional meetings, convention, and conferences” as an example of information that may be used to demonstrate competence in research for the annual evaluation process. Also in the CEPS, the Department of Instructional Design and Technology bylaws include “building industry partnerships” as a tangible and public scholarly and creative activity for the annual evaluation process.

In the Hal Marcus College of Science and Engineering (HMCSE), the mission of the Physics department as stated in the bylaws is, “to promote awareness of the physics program in the community by outreach and cooperative activities with local schools, community colleges, industries, and defense establishments.” The Chemistry department bylaws note faculty must demonstrate excellence in teaching, research, and service to be granted tenure, and “the candidate for tenure must show tangible evidence of service to the University, community, and profession.”

The Usha Kundu, MD College of Health (UKCOH) Medical Lab Sciences’ (MLS) bylaws state, “The expectation for research (creative and scholarly activity) by tenure-earning faculty is guided by the university’s mission,” and UWF’s mission has distinct community engagement components (described in section 5, question 3).

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

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

The university-level Tenure, Promotion, and Evaluation guidelines outline minimum standards and expected benchmarks for regular, full time faculty that are candidates for tenure and promotion at various ranks.

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

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Community engaged teaching and learning is embedded throughout the document with a focus on community engaged HIPs. The guidelines include scaled performance indicators that delineate between the performance levels of distinguished, excellent, good, fair, and poor. For Teaching, distinguished performance includes showing evidence of “transformative learning experiences” (defined in section 9, question 9) which is often accomplished through service learning and other HIPs that lend themselves well to community engaged approaches. Also relevant to community engaged teaching, the 2022-2023 guidelines state:

“Because high quality teaching is critical to the university’s regional comprehensive mission and vision, excellent performance is required for all tenure and promotion decisions. Teaching includes all teaching and learning activities in and out of the classroom that result in relevant, appropriate course learning outcomes...”

The guidelines define “regional comprehensive university” and then go on to detail, “The term “comprehensive” does not imply that the university will offer every conceivable university program, but instead connotes that the university is multi purpose and selective in its goals. As such, faculty roles can be diverse in the regional comprehensive university, including those entirely committed to teaching and others whose primary focus is research. However, the majority of faculty will strive to balance commitments across teaching, scholarly and creative projects, and service in accordance with their departments’ mission.”

At the department level, the guidelines become more specific for community engaged teaching and learning. In the Department of Communication, one indicator of excellent and distinguished teaching is, “Consistent usage and evidence of HIPs in assigned coursework.” UWF’s formal definition of HIPs includes service and community-based learning along with other community engaged HIP-types. In the Department of MLS, an indicator of distinguished teaching includes, “narrative statements emphasizing powerful impact on learner or transformative learning experiences” which includes community engaged HIPs. The Department of Administration and Law also specifies an indicator of quality teaching can be “high-impact learning activities,” many of which are community engaged. Finally, in the Dr. Grier Williams School of Music, one standard for successful applied teaching is, “evidence of student success in jury exams, competitions, student performances, and service in the community.”

The Tenure, Promotion, and Evaluation guidelines and departmental bylaws apply to tenure-earning faculty. Adjunct and non-tenure earning faculty members receive annual evaluations specific to their appointment type, and the Collective Bargaining Agreement outlines their contract renewal process in Section 9.4 (f)(3).

-2022-2023 Tenure, Promotion, and Evaluation Guidelines [https://uwf.edu/media/university-of-west-florida/academic-affairs/departments/division-of-academic-affairs/tenure-and-promotion/Tenure\\_Promotion\\_Evaluation\\_Guidelines\\_2022\\_2023.pdf](https://uwf.edu/media/university-of-west-florida/academic-affairs/departments/division-of-academic-affairs/tenure-and-promotion/Tenure_Promotion_Evaluation_Guidelines_2022_2023.pdf)

-Departmental Bylaws- <https://uwf.edu/academic-affairs/resources/by-laws/>

-Collective Bargaining Agreement- [https://uwf.edu/media/university-of-west-florida/academic-affairs/departments/division-of-academic-affairs/collective-bargaining-cba/UWF-UFF\\_CBA-2020-2023\\_Fully\\_Executed.pdf](https://uwf.edu/media/university-of-west-florida/academic-affairs/departments/division-of-academic-affairs/collective-bargaining-cba/UWF-UFF_CBA-2020-2023_Fully_Executed.pdf)

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

The Tenure, Promotion, and Evaluation guidelines state, “Departments must adopt performance indicators for scholarship and creative projects, taking into consideration issues of both quality and frequency of production, where relevant, that are consistent with the university’s mission, vision, and resources to support scholarly and creative work.” The guidelines go on to outline that all scholarship and creative projects must be externally reviewed and publicly available. A variety of tangible and public venues for scholarly activities and products is

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

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required, and the following indicators often include elements of community engagement:

- "Creation, production, exhibition, artistic performance, or publication of works by one or more individuals demonstrating originality in design or execution
- Development of new technologies, pedagogy, methods, materials, or uses
- Application of knowledge to consequential problems"

An indicator in the Tenure, Promotion, and Evaluation guidelines for distinguished scholarly and creative projects states, "both quantity and quality measures clearly exceed department expectations," and many department bylaws include community engaged work as part of the encouraged scholarly and creative activities. For example, the Department of Public Health's bylaws state a value of the department is "cooperation and collaboration with community and UWF partners in providing quality education." Additionally, the Public Health bylaws also include the following statement, "has collaborated with regional organizations in ways that promote the practice of public health and broaden their knowledge of public health." Specific examples include, "grant development, engaging with disease-specific or health/environmental-issue coalitions (e.g., Healthy Start, Citizens Against Toxic Exposure, County Community Health Committees, Drug Abuse, HIV, Immunization Coalition, League of Women Voters Natural Resource Committee, etc.), working with organizations to develop interventions, consulting or data analysis for research-related collaborations (e.g., to better understand the extent and determinants of health disparities, prevalence of toxic substances in the community, etc.), or serving as a regional journal/newsletter reviewer (e.g., Florida Public Health Journal)."

The bylaws for the School of Education outline the following indicators relevant to scholarship and creative projects:

- "Collaborates with colleagues in activities oriented toward making a contribution towards the advancement of knowledge, methodology, or development of a discipline."
- "Collaborates with local and state agencies and service providers in the advancement of their programs."
- "Collaborates with state or local service providers in the development of national, state or local grants to advance the discipline as well as direct service to clients."

In the Scholarly and Creative Activities section, the Department of Accounting and Finance bylaws state, "The Department recognizes our university's mission as a regional comprehensive university and, therefore, our scholarly efforts should serve regional interests as well as national constituents. Therefore, presentations at regional professional and academic conferences are valued as scholarly intellectual contributions."

Community engagement in scholarly and creative activities is strongly encouraged throughout departmental bylaws across all academic colleges.

Department Bylaws- <https://uwf.edu/academic-affairs/resources/by-laws/>

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

The most direct link to rewarding faculty for community engaged work can be found in the service area of the Tenure, Promotion, and Evaluation guidelines and departmental bylaws. The university-level guidelines state,

Page 9-

"Departments must adopt performance indicators for service, taking into consideration issues of both quality and frequency, which are consistent with the university's mission and vision. Moreover, departments should recognize that service is relatively more important in a regional comprehensive university than what might be

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

expected at a research intensive university.”

Service activities with opportunities for community engagement include the following:

- Service to university or college or department
- Discipline related service to the community
- Service as Department Chair or Program Director
- Unremunerated consultancies
- Community activities related to one's discipline
- Service to academic or professional organizations (e.g., editorial review boards, organization leadership; conference organizer)”

Page 10-

“As faculty progress in their service commitments, the general trend is to move from less involved participation (e.g., "sitting" on a committee and being reactive to emerging plans) through more intense investment (e.g., exercising leadership and solving service problems proactively).”

Page 36-

“Distinguished performance demonstrates a high degree of skill in service contributions as shown by the performance indicators below that build upon performance indicators for excellence. In general, the weight of evidence in the faculty service contributions exceeds the criteria for excellent.

Performance indicators that may be used to support distinguished ratings:

- Leadership demonstrated in targeted arenas of service (e.g., holds elected office)
- Collaboration is skillful and innovative
- Problems solved proactively through vigorous contributions
- Wide external recognition (local, national or international audiences) or awards achieved for quality of service contributions
- Community service, if applicable, provided significant and measurable impact
- Service provides excellent synergy between the faculty member's area of expertise and the service function”

The vast majority of departmental bylaws reward faculty for community engaged service. For example, in the Department of Theatre, community-facing service activities may include,

- “Advancing the public image of the University through professional performances and through appropriate professional conduct providing the benefits of their expertise to community organizations.
- Consulting with arts organizations, governmental agencies, business, educational systems, or community service boards and organizations.
- Serving as an officer or committee member in organizations related to the area of professional expertise.”

In the Department of English, “distinguished service to the community as a UWF representative” is an indicator for service. The Department of Mathematics and Statistics broadly defines service, and includes the following activities that are often community engaged:

- “-Community service related to one's discipline
- Service to professional and student organizations.
- Service on editorial review boards.
- Service on conference committees.
- Outreach activities that promote the department.
- Participation in the activities of local or national professional organizations.

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

-Assisting in organizing district wide activities such as science fairs, and mathematics competitions.”

Department Bylaws- <https://uwf.edu/academic-affairs/resources/by-laws/>

## **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?**

All department bylaws are aligned with the Tenure, Promotion, and Evaluation guidelines which serve as a framework. There is intentional focus on UWF’s mission as a regional comprehensive university in the guidelines and the department bylaws follow suit. Based on the nature of the department’s work, community engagement may be explicitly stated or implied. For example, the Department of History and Philosophy is not a unit that would traditionally be considered community-facing. However, community engagement is implied through the department bylaws in the following ways:

### Teaching-

-Narrative statements that emphasize powerful impact on learner or transformative learning experience.

### Scholarly Activity-

-Serving on expert panels in public forums that disseminate research products.

### Service-

-Service on community boards, committees, etc.- where that service can be construed as an extension of teaching/research at UWF.

-Participation in outreach activities to local high schools, community colleges, etc.

-Speaking to schools, service clubs, and community organizations.

For departments that are traditionally community-facing, the bylaws tend to explicitly identify community engaged indicators. Excerpts from the Department of Social Work bylaws include,  
Page 4- “The Department of Social Work and the social work profession strongly value service. In accordance with our NASW Code of Ethics, this service includes service to the university with a strong emphasis on service to the community and profession.”

Page 5- “Social workers are expected to be active in communities, working with individuals, families, groups and organizations. As social workers we must adhere to our Code of Ethics and our ethical responsibilities to the broader society. We are also expected to empower and encourage our students to engage and serve their communities.”

“The Department of Social Work encourages the following service activities be considered in the evaluation of service efforts:

“Professional/Local/State/Regional/National/International-

-Active participation in professional organizations

-Serving in an administrative role on committees, boards, workshops, etc.,

-Serving as a consultant

-Serving as a liaison for the Department/School/University

-Presenting papers, or other public presentations, not based on original research

-Attending assigned functions/events

-Sponsoring/developing University events

-Assigned student recruitment at events/organizations

-Active volunteer in community service organizations/events and/or community service opportunities.”

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

As another example of explicit inclusion of community engagement from a different academic college, the Department of Earth & Environmental Sciences' bylaws state,  
Page 2- "The Department seeks truth in science and encourages science-based engagement of the regional community and dissemination of noteworthy results to the scientific community."

"The Department endorses service activities in all arenas, including service to the college, university, professional organizations, and community."

A performance indicator for distinguished service in the Department of Earth & Environmental Sciences includes,  
Page 13- "Community service provides significant and measurable impact; service provides excellent synergy between the faculty member's area of expertise and the service functions."

Community engagement is embedded into the culture of UWF, and faculty and staff are encouraged to be a source of service to the community both professionally and personally.

## **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.**

Teaching:

Department of Psychology-

- "In general, making the case for teaching excellence/distinction can be accomplished by developing a narrative and supplying selected artifacts that reflect some of the following elements:

-#4: "Evidence of high-impact practices (e.g., learning communities, service learning, research with faculty, internship/field experience, study abroad, culminating senior experience)"

Relevant Performance Indicators:

- "Clear evidence of incorporating high-impact practices (e.g., capstone projects, service learning, written or oral communication experiences, collaborative projects, in-class research, portfolios)."

- "Willingness to take risks in the spirit of continuous improvement (e.g., teaching less popular courses that may have potential for predictable lower student assessment of instruction, incorporating a new higher-risk, high-impact practice)."

Research/Scholarship/Creative Activity:

School of Nursing-

- "Scholarship in nursing can be defined as those activities that systematically advance the teaching, research, and practice of nursing through rigorous inquiry that meet the following criteria: significant to the profession; creative; can be documented; can be replicated or elaborated; can be peer-reviewed through various methods."

Relevant Performance Indicators:

Assistant Professor:

- "Contributes to the planning and implementation of internal or external projects/grants related to the clinical field for support of teaching, research, evidence based projects, and/or outreach activities."

Associate Professor:

- "Collaboratively, submits, plans, and implements internal or external projects/grants related to area of

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

expertise for support of teaching, research, evidence-based initiatives and/or outreach projects.”

Professor:

–“Leads in mentoring, planning and implementing of internal or external projects/grants for support of teaching, research, and/or outreach activities.”

Service:

Department of Biology-

–“The candidate for tenure must show tangible evidence of service to the University, community, and profession.” Community engaged examples include:

–Serving in an administrative role on committees, boards, workshops, etc.,

–Serving as a liaison for the Department/School/University

–Presenting papers, or other public presentations, not based on original research

–Active volunteer in community service organizations/events and/or community service opportunities.”

Departmental Bylaws: <https://uwf.edu/academic-affairs/resources/by-laws/>

**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.).**

Revisions to the tenure and promotion process have occurred since the 2015 application cycle, particularly related to departmental bylaws. During the last application cycle, there were no guidelines detailing how often departmental bylaws should be reviewed and updated. The Provost’s Office, Deans from all five academic colleges and Faculty Senate worked together to create a policy requiring departmental bylaws to be reviewed on an annual basis by faculty eligible to vote on issues of departmental governance. The bylaws are reviewed by the department, the college council, the Dean, the Provost, and the Faculty Personnel Committee (if required). The new Department Bylaw Review Process was formally adopted in June 2021.

Requiring annual bylaw reviews has resulted in more focus on including community engaged work and positive change related to rewarding faculty for community engaged work. For example, the Department of Music’s 2008 bylaws were updated to include a more intentional focus on community engagement in the following excerpts:

“Mission: The primary mission of the UWF Department of Music is to promote the musical arts by providing our students with a quality, individualized music education at the baccalaureate level, by producing meaningful and diverse experiences in performance, education, composition, scholarly research, and service to the university, Pensacola region, state, and beyond.”

“Goals: Cultivate and sustain regional, state, national and international collaborations and partnerships with professional and educational organizations. Provide a wide range of quality performances, workshops, clinics,

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

master classes and music camps to students, music educators, and the general public.”

In terms of rewarding faculty for community engagement, the Department of Music’s current bylaws include the following community engaged performance evaluation indicators which were not included in the 2008 bylaws:

Scholarly and Creative Activities:

-“Publication (either collaborative or individual) of a scholarly article, book, program notes, etc., on the local level, i.e. for the university, or organization with audience demographics within the local area”

Service:

-“Service agenda exceeds regional comprehensive university mission.”

-“Service contributions represent strategic decisions that effectively balance demands from the discipline, department, campus, and community.”

-“Problems solved proactively through vigorous contributions.”

As UWF’s work with HIPs evolves, departments will continue to incorporate more intentional language around community engaged teaching, scholarship and creative activities, and service to best reward faculty for their commitment to this work. As described in section 9, question 6, many departments have recently updated their bylaws to reflect an emphasis on transformative learning experiences. An institution-wide work group established the following definition for transformative learning experiences, “high-impact learning and other memorable and profound experiences that focus on student personal, intellectual, and professional growth and challenge preconceived assumptions or beliefs.” Transformative learning experiences include community engaged HIPs such as service learning and internships to meet a community need.

-Departmental Bylaw Review Process, [https://uwf.edu/media/university-of-west-florida/academic-affairs/departments/division-of-academic-affairs/by-laws/Approved\\_Bylaws\\_Review\\_Process\\_June\\_2021\\_final.pdf](https://uwf.edu/media/university-of-west-florida/academic-affairs/departments/division-of-academic-affairs/by-laws/Approved_Bylaws_Review_Process_June_2021_final.pdf)

**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.).**

Not applicable.

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

Staff across the University participate in and support community engaged work on an ongoing basis. The following are examples of staff professional activity with a community engagement focus:

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

1. Award: Pat Crawford, Executive Director for WUWF Public Media, received the 2022 Marion Viccars Award for substantial contributions to the University and the community. Under Pat's leadership, WUWF was the only local radio station to remain on the air for the duration of Hurricane Sally in September of 2020, providing critical weather coverage to the community when they needed it the most. Because of his efforts, WUWF is recognized as a leader in public safety in Florida, maintaining safety communications, emergency messaging, and invaluable local news reporting. Pat also serves the community through his contributions to a variety of organizations and events, a few of which include the Great Gulfcoast Arts Festival, Jazz for Justice, and Ciclovía.
2. Award: Faculty and staff from UWF's Department of Anthropology, the Archaeology Institute, and Florida Public Archaeology Network (FPAN) (described in section 6, question 3) were awarded the 2018 Society for Historical Archaeology Daniel G. Roberts Award for Excellence in Public Historical Archaeology for their work on the Tristán de Luna y Arellano project. This project is a long-term, collaborative effort, and UWF is currently investigating both the land settlement site and shipwrecks associated with the colony. Through this partnership, undergraduate and graduate students have access to robust curriculum and training opportunities, and community members are engaged through educational programming in the form of tours, lectures, social media, and extensive print and broadcast media.
3. Consulting: Dr. Allison Schwartz, Director of Undergraduate Research, facilitates the annual Student Scholars Symposium. The Symposium brings together undergraduate and graduate students, as well as faculty, to showcase their research and scholarly/creative activities. It also includes a HIP and Experiential Learning Showcase where students share their internship, cooperative education, study abroad, and service learning experiences. Community partners are invited to attend the Symposium to network with faculty and students and learn more about their research. Dr. Schwartz consulted with faculty from a local state college on undergraduate research strategies and invited them to attend the 2022 UWF Symposium. After attending the Symposium, the faculty were interested in facilitating a Symposium on their own campus, and Dr. Schwartz consulted with them to assist in this process. The Student Symposium took place in December 2022 on the state college's campus and featured student research from their institution as well as UWF.
4. Conference Presentation: Dr. Eman El-Sheikh, Associate Vice President for the UWF Center for Cybersecurity, partnered with representatives from the U.S. Department of Veterans Affairs and Booz Allen Hamilton to present on a workforce development topic at the 2022 National Initiative for Cybersecurity Education (NICE) Conference. The presentation entitled, "Talent Mobility: An Essential Defense Against the Great Reshuffling" focused on how organizations can leverage talent mobility in today's labor marketing as well as the future of work in cyber and technology. Cybersecurity is an industry of focus for Northwest Florida, and this presentation supported cyber initiatives in the area.
5. Conference Presentation: As mentioned in section 9, question 1, Dr. Jenae Burkart and Ms. Kylie Pugh, both Instructional Designer and Developers with the CTLT presented on "High-Impact Practices in Online and Hybrid Courses: A Reflection of Experiences" at the 2022 Teaching Online Preparation (TOP) Toolkit Workshop. This presentation was focused on teaching faculty at other institutions best practices for integrating HIPs, including service learning and other community engaged experiences, into a virtual classroom setting.
6. Research Symposium Presentation: Ms. Danita Marcum, Lab Manager for the Mechanical Engineering department, served as an advisor to students in EGN2911L- Software Engineering Design I on the Adaptive Technology for Kids project which has a significant community impact. This initiative, in coordination with the Argotots program, modifies electric toy cars for children with disabilities. During 2019-2020, the students chose to use a modified tricycle rather than an electric car in order for the project to be completely open to the needs and wants of the child for whom the vehicle was being built. Danita and the students presented this program at

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

the UWF Student Scholar Symposium in 2020.

Marcum, D., Adams, T., Aziz, B., Higginbotham, C., & Sanders, B. (2020). "Adaptive Technology for Kids." UWF Student Scholar Symposium, <https://ir.uwf.edu/islandora/object/uwf%3A24760/datastream/OBJ/view>.

Wood, S. (2019, August 1). UWF Mechanical Engineering 'Argotots' program helps kids with limited mobility. UWF Mechanical Engineering 'ArgoTots' Program Helps Kids With Limited Mobility. Retrieved August 12, 2022, from <https://www.diverseeducation.com/demographics/disabilities/article/15105168/uwf-mechanical-engineering-argotots-program-helps-kids-with-limited-mobility>

UWF leaders value and reward staff for community engaged professional activity, but they also recognize community engagement on a personal level. For example, Jim Hammond, Lab Manager for the Biology department, was awarded the 2022 Community Service award for his personal contributions to the community which include serving on the Board of Directors for Project SEARCH, a nine month transition to work internship program for individuals with disabilities; serving as Ministry Leader for Celebrate Recovery at a local church, a recovery program helping individuals overcome addiction; and multiple other volunteer activities throughout the community.

**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).**

Faculty across all disciplines are strongly encouraged to integrate community based scholarship into their work. Since the last classification, these activities have been supported by QEP funding, HIP grants, tenure and promotion policies, and professional development funding. Examples of faculty scholarship resulting from community engaged work includes:

1. HMCSE- As referenced in section 4, partnership 2, Dr. Lakshmi Prayaga's (Associate Professor, Department of Information Technology) class partnered with a local healthcare organization, Lakeview Center, during the 2019-2020 academic year. Lakeview Center provided anonymized data and expertise for a research project involving UWF faculty and students that had a significant community impact. The goal of the research project was to utilize machine learning to predict the probability of a new patient becoming a long-term inpatient requiring hospitalization or becoming a candidate for substance abuse. This research was published in the Information Resources Management Association (IRMA) journal.

Prayaga, L. (2021). "Predicting Inpatient Status for the next 30/60/90 Days with Machine Learning." Information Resources Management Association (IRMA), 6(2), <https://www.irma-international.org/article/null/284961/>

2. CASSH- Scott Satterwhite, Instructor in the Department of English, is one of the founders of the 309 Punk Museum Project, a non-profit historic/archival project dedicated to preserving the artifacts of punk subculture in Pensacola. This project helps the community demonstrate the value of underrepresented cultures in the region, while offering cultural events and workshops related to the subculture. Mr. Satterwhite co-authored a book in 2021, A Punkhouse in the Deep South, that is a collective story of a punk community drawing artists and musicians from throughout the South.

Cometbus, A., & Satterwhite, S. (2021). Punkhouse in the Deep South: The oral history of 309. University of Florida Press.

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

3. COB- Dr. Sherry Hartnett, Clinical Professor of Business and Director of the Executive Mentor Program, co-authored a book titled, *High Impact Mentoring: A Practical Guide to Creating Value in Other People's Lives*. The book includes insights on how to be a great mentor and shares a step-by-step framework that instructs organization and community leaders on implementing and scaling up a successfully structured mentoring program. Dr. Hartnett and her co-author have presented to more than 30 community organizations including local, regional, statewide, and national groups.

Thornton, B., & Hartnett, S. (2021). *High-impact mentoring : a practical guide to creating value in other people's lives*. Book Logix.

4. UKCOH/Cross-campus Collaboration- Faculty members from the Departments of Psychology, Computer Science, and Nursing published a journal article titled, *Mobile Environment for Developing User Situation Awareness (MEDUSA): Training for Healthcare Professionals*. This journal article describes the development of the MEDUSA, an application designed to provide nurses with the ability to conveniently and inexpensively practice critical situational awareness skills on demand, using the principles suggested by the research.

Kass, S.J., Eddy, B., Reichherzer, T., Van Der Like, J., Jones, D., King, A., Mazour, B., & McCourt, R. (2020). *Mobile environment for developing user situation awareness (MEDUSA): Training for healthcare professionals*. *Proceedings of the 64th Annual Meeting of the Human Factors and Ergonomics Society*, 64, 1345-1349.

5. CASSH- Dr. Jamin Wells, Assistant Professor in the History & Philosophy department, taught HIS4072- Oral and Community History during spring 2020. Students in this course worked with a local non-profit, Achieve Escambia, to provide a historical perspective on one of the organization's primary initiatives. They conducted significant research and interviews for The 32505 Project that continue to inform interventions to boost education and socioeconomic outcomes in one of the region's most challenged areas. The work was published in Achieve Escambia's 2020 Community Report (pg. 18).

Krupa, K. (2020). *Achieving Equity: 2020 Community Report*. Retrieved August 12, 2022, from <https://static1.squarespace.com/static/5ba3f2780feb9d7656220531/t/5fc8082c50c7b33622e8e15f/1606944825583/Achieve+Escambia+2020+Community+Report+Card+ACHIEVING+EQUITY.pdf>

6. CEPS- Dr. William Crawley, Dean of the CEPS, and Dr. Amy Crawley, Instructor in the Department of Movement Sciences and Health, co-authored an article in *The Chronicle of Mentoring and Coaching* titled, *Intergenerational Reciprocal Mentoring: Dynamics and Impact* in December 2021. This article describes the intergenerational reciprocal mentoring that occurs during the APK4600C- Aging and Physical Performance course where community seniors are paired with exercise science students. This course is described in greater detail in section 10, question 5.

Crawley, W. R., & Crawley, A. A. (2021). *Intergenerational reciprocal mentoring: Dynamics and impact*. *The Chronicle of Mentoring and Coaching*, 5(14), 340-346. Retrieved from <https://www.mentor-cmc.com/cmc/cmc2021/>

7. CEPS- Dr. Jennifer Brinkley, J.D. and Dr. Nicole Niebuhr, both Assistant Professors in the Criminology & Criminal Justice department taught a Contemporary Social Justice Issues course during the 2021-2022 academic year that addressed social justice policies and their impacts on society. The course was part of the international Inside-Out Prison Exchange Program that encourages dialogue and education among incarcerated individuals and university students. UWF offered the first course like this in the region, and students gained a unique perspective on the criminal justice system through the eyes of those experiencing it. The community

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

benefits as incarcerated individuals have opportunities to expand their education and engage with the faculty and students in meaningful ways.

The Inside Out Program requests faculty not use students participating in the program as research subjects. Therefore, this work has only been highlighted through a variety of news articles and presentations. Dr. Brinkley and Dr. Niebuhr also captured the following reflections on the course from their students:

UWF Student- "I am leaving this class with new viewpoints on the criminal justice system. After our discussion and listening to the stories of my classmates, I have more knowledge of the past and current issues plaguing our CJS. I hope my generation can be the ones to improve the system for the best."

Incarcerated Student- "Being incarcerated can cause a person to feel insignificant or unimportant. Having an opportunity to speak your mind on serious issues and knowing your thoughts are appreciated is empowering."

UWF offers region's first inside-out prison exchange course. University of West Florida Newsroom. (2022, March 28). Retrieved August 24, 2022, from <https://news.uwf.edu/uwf-offers-regions-first-inside-out-prison-exchange-course/>

## **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.**

UWF administrators recognize faculty of color are often called upon to serve in Diversity, Equity, and Inclusion (DE&I) capacities such as advising or mentoring and this creates additional responsibilities on them. To ensure this work is recognized, many department bylaws now recognize student advising and mentoring as evidence for the teaching performance indicator. Advising and mentoring supports University retention and graduation goals, and faculty of color are encouraged to submit these activities as evidence of distinguished teaching for tenure and promotion. In the Department of Communication, an indicator for Distinguished Teaching is, "Consistent and very high ratings in advising, mentoring, and/or supervision of students' scholarly or creative activities or special teaching assignments (e.g. honors, capstone, practicums, field experiences)." The Department of Movement Sciences & Health's bylaws state, "Advising, mentoring, and student supervision practices receive consistent favorable review" as evidence of a Distinguished or Excellent Performance Rating.

After completing the 2015 application, UWF identified faculty support structures for community engaged and HIP work in the tenure and promotion process as an area for growth. A HIP Faculty Recognition Work Group was established and an action plan was developed outlining strategies for recognition of this work. Through this group, evidence was identified that highlighted community engaged work that could be used by faculty going through the tenure and promotion process. For example, the HIP Oversight Committee provides faculty members with a memorandum when one of their courses is designated as a HIP that can be used as evidence for tenure and promotion.

UWF administrators are intentional about increasing access to professional development, grant/funding, and other opportunities that support a successful tenure and promotion process for faculty and performance evaluation for staff. For example, receiving HIP grant funding supports the tenure and promotion process by providing faculty with resources to incorporate transformative learning experiences into the classroom, an element of the teaching category of the process for many departments. For staff, receiving HIP grant funding provides supporting evidence for their annual performance evaluation. Prior to the HIP Grant, funding for service learning courses was available through the Quality Enhancement Plan (QEP) Service-Learning Mini-

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

Grants discussed in section 8, question 6. Qualitative feedback from a faculty member of color who is currently going through the tenure and promotion process revealed both of these funding opportunities allowed for better alignment of their research and teaching and provided them with robust evidence to include in their promotion packet.

The institution will continue to recognize faculty for their efforts through honors, awards, and funding opportunities, in addition to encouraging them to draw attention to their service, mentoring, and community engagement roles for purposes of evaluation so that these are duly credited. Periodic review of faculty promotion and achievement outcomes that considers the disproportionate service burdens, particularly on faculty of color, promises more balanced review and will remain an aim of this institution. Future plans may include exploring additional opportunities to reinforce the value of diverse viewpoints among faculty in the classroom and throughout our campus community.

## 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.**

In 2015, UWF only reported on service learning courses in the Curricular Engagement section of the application. At that time, UWF was operating under a multi-faceted definition of service learning using the Florida Statewide Course Numbering System (SCNS). UWF identified all formal credit-bearing courses with SCNS948 course numbers as service learning for the 2015 application. The definition for this course type was, “courses requiring practical application, in a clinical setting, of knowledge acquired in the classroom.” UWF was simultaneously operating under a modified version of the Bringle/Hatcher (1996) definition of service learning which refers to an uncompensated, credit-bearing educational experience in which students participate in a service activity with a non-profit, faith-based, or educational community partner and reflect on the activity in a way that allows a deeper understanding of the associated course content. Since that time, UWF has worked to expand the scope of courses that are considered community engaged as well as develop campus-wide definitions for these course types to ensure a consistent approach across the institution.

Today, UWF refers to curricular engagement as credit-earning service learning or community-based learning including field studies, internships, clinical work, and practicums. The components for designation as community engaged vary by course type. As described in section 7, question 3, the High-Impact Practices (HIP) Work Groups engaged in a process to develop operational definitions, establish Hallmark Student Learning Outcomes (HSLOs), develop sample learning activities, and create taxonomies of intensity levels for each HIP-type. The two primary community engaged HIP-types are service learning and internships. The established components

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

for service learning are discussed in section 7, question 3.

The HIP Work Group adopted the National Association of Colleges and Employers' (NACE) definition of internships. The definition states, internships are "a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting." Practicum, clinical/clinical placement, preceptorship, student teaching, co-op, and field placement are terms used in various disciplines that are synonymous with "internship." The community engagement report completed during the annual reporting process provides departments with the opportunity to delineate between an internship for placement purposes and an internship to meet a community need.

The HIP designation process described in section 8, question 2 is utilized to assure fidelity of the relevant definition by course type. The designation process is relatively new, so not all courses that may meet the standard components for a community engaged course have been designated at this time. Departments are currently able to submit up to two courses for consideration by the HIP designation committees each year. If a course is awarded designation, it maintains the associated attribute in Banner for three years.

In 2022, the Florida Board of Governors (BOG) established a statewide task force to create common definitions for experiential learning for all state universities. At the time of this application, those definitions have not been formally established. Upon establishment, UWF will review all community engaged experiential definitions to ensure alignment with BOG definitions.

## **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**

Total Courses:119 Total Sections: 273 (UG= 231 G=42)

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

+52

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

6%

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

+4%

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

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

25

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

+7

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

58%

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

+11%

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

117

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

+97

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

33%

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

+26.6%

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

67

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

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

N/A (Data was not available for 2015 application)

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

19%

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

N/A (Data was not available for 2015 application)

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

34

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

N/A (Data was not available for 2015 application)

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

10%

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

N/A (Data was not available for 2015 application)

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

16

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

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

N/A (Data was not available for 2015 application)

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

4.5%

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

N/A (Data was not available for 2015 application)

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

2,444

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

+2,307

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

18%

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

+15%

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

2019-20

## **3. Describe how the data in the table above were derived. How was it gathered, by whom, with what**

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

**frequency, and for what purpose? Reflect on how the data indicates the levels of pervasiveness and depth community engagement is infused in the curriculum.**

The data above was derived from the community engagement reporting process described in section 7, question 2 and cross-referenced with Banner data. The community engagement report runs off-cycle from a traditional academic year capturing the previous summer, fall, and spring. For example, 2019-2020 data includes summer 2019, fall 2019, and spring 2020. The Director of Career Development and Community Engagement (CDCE) reviews, analyzes, and reports on the data collected through this process.

In alignment with UWF's curricular engagement definition, courses identified in Banner (including those identified through the HIP Designation process described in section 8, question 2) as clinicals, community-based learning, field studies, internships, practicums, service learning, and student teaching are pulled during the community engagement reporting cycle. Next, the list of courses identified as internships in Banner is cross-referenced with courses identified as "internships to meet a community need" on the community engagement reports. Only internships identified as meeting a community need were counted for this application. As a note, two numbers are presented for the number of for-credit community engaged courses taught, the total number of courses and the total number of sections. The reason for this distinction is that not all sections of a course are considered community engaged. For example, several departments have courses identified as "Directed Studies." These courses can take many forms including research, internships for placement purposes, or internships to meet a community need. Only those sections identified as community engaged through the community engagement reporting process were counted for this application.

Next, the list of faculty who taught these courses was provided to Academic Affairs who verified employment status. Data on faculty tenure was not collected for the 2015 application, but it was collected for this cycle and will be available moving forward. Therefore, the percentage change numbers related to faculty teaching community engaged courses reads as "N/A" for this application. Finally, the number of students participating in community engaged courses was determined through Banner enrollment data.

Annually, all reported curricular engagement data from Banner and the community engagement reporting process is transmitted to the Community Engagement Dashboard. However, not all reported courses rise to the level of being truly community engaged. Therefore, a disclaimer is included in the description of the Dashboard clarifying that not all courses submitted on the report will be counted for the Carnegie Community Engagement classification. In the future, the community engagement report will also capture whether a course is "community connected" or "community engaged" allowing further insight into the depth and pervasiveness of the engagement. See section 14, question 4 for definitions of these terms. The Community Engagement Dashboard is ever-evolving and will continue to be refined as new data points become available.

Through the institutionalization of HIPs, faculty interest in community engaged HIP-types has expanded greatly increasing the depth and pervasiveness of community engagement throughout the curriculum. Nearly 60% of departments now embed some form of community engagement into the curriculum, an increase from 47% during the last application cycle.

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

Community engaged courses are notated on student academic transcripts by course type including service learning, internships, field experiences, clinicals, and practicums. Many courses also include community engagement or a similar term in the title of the course (e.g., EVR4039- Community Engagement through Environmental Science). There are some course types such as directed studies that also include community

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

engagement that may not be as apparent on the student's transcript. Many of these courses are in the process of being identified through the HIP Designation Process described in section 8, question 2. Currently, courses that are designated as official HIPs receive an attribute in Banner, but that attribute is not visible on academic transcripts. However, students are able to see course attributes through the Course Search application in MyUWF, the centralized portal containing all of the information students need to be an active member of the UWF community. For example, students interested in enrolling in GEO4005- Environmental Management and Urban Planning can see that it is classified as a Service Learning/Community-Based Learning course through the Course Search application.

In 2021, the Florida BOG Taskforce on Academic and Workforce Alignment (TAWA) issued recommendations designed to create a path forward for stronger partnerships between the State Universities and Florida industries. As part of this recommendation, state-level work groups are being facilitated to develop system-wide definitions of experiential learning, some of which are community engaged. The outcome of these work groups may lead to changes in the way course types are categorized and displayed on academic transcripts in the future.

Outside of the academic transcript, UWF is exploring the possibility of an experiential learning and co-curricular transcript as part of the ArgoPulse system described in section 7, question 5.

**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

Community engagement throughout all curricular structures has become deeper and more pervasive since UWF's 2015 application.

Capstone (Senior Level Project)- Since the last classification, community engagement has been integrated into more capstone courses. For example, the Sport Management program's capstone course is SPM4945- Senior Capstone in Sport Management. During this course, students are able to put theory into practice through gaining experience with a sports organization. Students complete a capstone project for the organization advancing their learning in the field while also benefiting the sports organization as many have put the students' recommendations into practice.

In the School of Nursing, students in the NUR4895- Health Education in the Community Capstone course collaborate with a community partner to identify a population disproportionately impacted by health inequities. Students then create individual community action plans targeted to a Healthy People 2030 objective, a national initiative designed to improve health and well-being over the next decade. Finally, the student works with the community partner to implement the action plan in the target community.

The Department of Electrical and Computer Engineering has a sequence of capstone courses, EGN4950- Capstone Design I and EGN4925L- Capstone Design II. Many teams partner with local companies or community members on their projects. In Capstone Design I, engineering students work in teams to research and begin

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

designing their project. Capstone Design II involves building and testing the project. For teams that collaborate with a community organization, the partner provides guidance and feedback throughout the project.

**First-Year Sequence-** The Foundations for Academic Success (FAS) course (SLS1109) remains the gateway to general education requirements and upper-division courses for first-year students. FAS provides students with an overview of how to get involved at UWF, including involvement in volunteering, service learning, and other community engaged opportunities. Students in the ArgoFirst Living Learning Community described in section 11, question 1 take FAS together and participate in at least one community service project each semester. For 2021-2022, the service projects involved engaging in reading and art activities with local students from underrepresented backgrounds at two Title I elementary schools.

**In the Majors-** For the 2015 application, UWF focused on community engagement in the majors within the criminal justice and public history programs. Since that time, community engagement has been incorporated into many more majors across all academic colleges. In the Usha Kundu, MD College of Health (UKCOH), the Department of Movement Sciences and Health integrates community engagement into APK4600C- Aging and Physical Performance. This course is designed to assist students in developing and understanding the complex physiology and psychological changes which accompany advancing age and the impact of these changes on an individual's behavior. After demonstrating strong academic knowledge of the various effects and conditions common in aging populations, students are paired with a local senior adult to design and implement a fitness program for them. Also in the UKCOH, students in NUR4615- Community and Public Health Nursing partner with a local healthcare organization on a community project. During summer 2022, students in this course collaborated with a healthcare organization to provide physicals to high school athletes that also included cardiac screenings. More than 60 UWF students were engaged in this project, and they assisted in performing 1,357 Electrocardiograms.

**In the Hal Marcus College of Science and Engineering (HMCSE),** Earth & Environmental Science students enrolled in EVR4039- Community Engagement through Environmental Science Practicum partnered with the Pensacola and Perdido Bays Estuary program to help the organization expand its community presence. The students participated in the strategic planning process with the community partner to determine goals for the project. Next, they worked together to create lesson plans and community events surrounding estuary health issues. Finally, the students developed a fundraising and marketing campaign for the initiative. Students also participated in several of the events assisting the agency with educating participants on estuary topics.

**The College of Arts, Social Sciences, and Humanities (CASSH)** also places great emphasis on community engagement in the majors. For example, as part of MUN3323- Concert Choir, students present a concert for a local church in Downtown Pensacola. Additionally, as part of MUE3413- Chamber Music Coaching, students perform concerts free of charge downtown. These concerts have become a featured attraction for the Pensacola community, typically attracting standing room only crowds.

**Graduate Studies-** For graduate studies, UWF's 2015 application primarily focused on community engagement in the Communication Arts graduate program. Community engagement has been embedded into graduate programs on a much larger scale since that time. As part of the psychology graduate program, students enrolled in PCO6948- Psychology of Counseling provide mental health services to adults and children in the local community. In the Anthropology graduate program, students enrolled in ANG6824- Advanced Archaeological Field Methods, receive training in both field and laboratory methods. They use this training to provide research presentations to the Pensacola Archaeological Society. In graduate-level CCJ6946- Criminal Justice Internship, students engage in a field internship to assist law enforcement agencies while also providing students the opportunity to serve their community.

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

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The History graduate program has students complete 200 hour internships with various non-profit organizations including museums and other cultural centers while enrolled in HIS6056-Public History Practicum. These internships allow graduate students to gain experience in their fields, assist non-profit organizations in completing projects, and meet a community need for cultural spaces in the Pensacola area. Students in the Public Health graduate program complete a two-part practicum course, PHC6945-Internship in Public Health I and PHC6946- Internship in Public Health II. Students learn from practitioners working with healthcare agencies and also serve the local community through their involvement in public health initiatives.

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

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

Student Research/Alternative Break Tied to a Course-

Community engaged student research is encouraged across the institution. UWF's last application primarily focused on community engaged research in Anthropology and Archaeology. Since then, more departments have integrated community engaged research into the curriculum in a structured way.

The Kugelman Honors Program provides many opportunities for students to participate in undergraduate research. All Honors students have the opportunity to pursue independent research or creative projects and to present their work at regional and national conferences. They are also eligible to apply for three scholarships to support their research efforts.

-Pace and Argo Honors Scholarships: Designed to support high-impact learning experiences such as study abroad, summer research, conference travel, and internships. Honors students in good standing who have completed 9 hours of Honors coursework are eligible to apply for this scholarship that ranges from \$2-\$3K.

-Honors Tuition Scholarship: Designed to defray the cost of tuition while conducting research for the Honors thesis. Honors students in good standing with unmet tuition needs who have submitted their thesis prospectus are eligible to apply. This scholarship is awarded automatically upon approval of the student's thesis prospectus by their advisor or the Honors Director. The award ranges from \$2-\$3K.

-Honors Diversity Award: Designed to support leadership training, research, and travel for students interested in diversity-related topics. Honors students in good standing at any classification level may apply for this award of up to \$3K.

A recent example of community engaged undergraduate research conducted by an Honors student and a faculty member explored the impact of COVID 19 restrictions on children's interpersonal communication. This research was published in The Macksey Journal, a peer-reviewed journal through Johns Hopkins Krieger School of Arts & Sciences.

Miller, Alexis (2022). "Beneath the Masks: The Impact of COVID-19 Restrictions on Children's Interpersonal Communication." The Macksey Journal: Volume 3, Article 60.

The Kugelman Honors program also supports alternative breaks tied to a course. During spring 2019, the Honors Core II class traveled to beaches across Florida allowing students to experience firsthand the effects of

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

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Florida House Bill (HB) 631. HB631 gave homeowners the right to the dry sand areas behind their homes that were previously open to the public. Students documented beach property using sketch mapping and photography for cataloging purposes. They traveled to 86 beaches in central and southern Florida over the course of 11 days as part of this trip. Each student had a unique role in this experience, and a video was developed for students to present their findings to the community. As discussed in section 8, question 9, Honors is keenly focused on recruiting traditionally underrepresented students to the program to increase access to research and other high-impact opportunities.

At the institutional level, the Office of Undergraduate Research (OUR) coordinates student research opportunities under the mentorship of faculty members; some students who participate in the OUR program also register for academic credit through their departments under Directed Study, Independent Study, or Research courses.

## **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.**

In 2015, UWF launched its Quality Enhancement Plan (QEP) focusing on communication for professional success, with an emphasis on enhancing student communication skills through HIPs. The data collected through the QEP led to HIPs becoming UWF's performance-based metric of choice (Metric 10). Since the last classification, over 200 faculty and staff members have dedicated time and energy to developing and enhancing HIP opportunities for UWF students.

The trajectory for curricular engagement at UWF is continuing to work toward creating consistent processes for HIPs that allow students to participate in a variety of impactful, transformative, and community engaged learning experiences. As described throughout the application, the HIP Oversight Committee has made great strides in creating common definitions, HSLOs, taxonomies, and sample work products to help faculty and staff embed these experiences into the curricular and co-curricular. Community engagement is strongly encouraged throughout HIPs, and in the case of the HIP grant, community engaged projects receive special consideration for funding.

A few HIP projects in recent years have set the stage for impactful HIP experiences that make a significant impact on students. One of those projects is the Argos' Edible campus described in section 8, question 6. The faculty member coordinating this project reflected on the impact it had on students by saying, "The underlying lesson about what food insecurity is and looks like ended up being a much more powerful and transformational lesson for students than I expected. It really set the tone for the entire semester and led to much more excitement and participation than I was hoping for." The students created a comprehensive story map that is still used today, and the project continues to expand with each new year of students in the class striving to maintain and enhance the program.

The HIP Designation process described in section 8, question 2 establishes a systematic process for recognizing quality high-impact activities that provide transformational learning experiences for students. Sixteen courses were submitted for consideration for spring 2022 and 14 received designation. For fall 2022, 26 courses were submitted for consideration showcasing the increased faculty interest in this recognition. The hope is to build upon this increased interest through additional professional development opportunities and recognition of faculty's community engaged efforts.

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

Recognition of faculty and staff efforts related to community engagement was a gap area identified from the 2015 application and will continue to be an area of focus related to curricular engagement moving forward. The Community Engagement Educator award and the Community Innovation award described in section 5, question 5 were created as opportunities to recognize faculty for their efforts in integrating community engaged methods into their courses. The opportunity to receive recognition for their community engagement efforts helps motivate faculty members to incorporate these experiences into the classroom and also provides them with great examples of work being done by others in this area. Additional ways to recognize faculty for community engaged work continues to be explored in the form of stipends, grants, and other awards-based opportunities.

## SECTION 11: Co-Curricular Engagement

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

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

**Community Service Projects: Outside of the Campus-**

Since the last classification, President Saunders established UWF Founders Week which includes a Day of Service to further showcase the University's commitment to serving the community. The University pre-arranges a service project at an area non-profit that all faculty, staff, students, and alumni are invited to attend. Participants are also able to plan and register their own community service project during Founders Week. A past Founders Week Day of Service Project included volunteering at a local rescue mission that focuses on caring for the poor and homeless.

On an ongoing basis, students are encouraged to perform community service off campus through student organizations, Fraternity and Sorority Life (FSL), and other activities. Students can submit their service hours through the ArgoPulse tracking system each semester. Several events including the Spirit of UWF Awards, the Student Leadership Awards, and other departmental awards programs recognize students for their contributions to serving the community. For example, the Community Impact Award is part of the Spirit of UWF Awards program, and it is awarded to a UWF student for outstanding contribution in community service, community based research, or advocacy. The Student Leadership Awards program recognizes students for service to the University and the Pensacola community through three individual awards.

**Living-Learning Communities-** Since the last classification, there has been a focus on uniting curricular and co-

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

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curricular experiences through Living Learning Communities (LLC) and Themed Communities. Many of these LLCs have community engagement embedded into the programming and associated student learning outcomes. The ArgoFirst LLC is a high-impact program enhancing the college experience and first year success by building a community of peers and connecting students with campus programs and resources. As part of ArgoFirst, students enroll together in the Foundations for Academic Success course and complete a community service project each semester.

The Kugelman Honors LLC is for students in the Honors program who live on campus. It is designed to provide students with the support and resources needed to be successful at UWF. Students in this living learning community regularly attend academic and social events and participate in community service opportunities as a group.

Student Research- UWF has a very active undergraduate research program that was established just prior to UWF's 2015 classification. The Office of Undergraduate Research (OUR) supports undergraduate student engagement in research and scholarly activities. This activity involves faculty and student collaboration in original research that results in a tangible product (i.e. publication, presentation, performance, or exhibition). Faculty and students also engage in research with community partners. UWF students engaged in research projects that are not tied to a course can be formally recognized for their efforts on their official UWF transcript. To receive the transcript notation, the student must be engaged in research for a minimum of two semesters and contribute substantially to the research project.

Since the last classification, OUR's student outreach and programming has expanded tremendously. All of these programs have the option to include community engagement when selecting a research project.

OUR Works!: Federal Work Study Research Assistantships- OUR Works! offers 12 hours per week of paid research experience for students who are eligible for the federal work study program. Through this program, students work with a faculty member on research projects, some of which are community-based.

OUR First Year Research Experience (FYRE)- FYRE is a program for high-performing, incoming freshmen to engage in research with faculty members. Students are matched with a faculty mentor from their academic department and work with their mentor to develop a research project plan and schedule.

OUR Student Transfers and Research (STAR)- STAR is a program for motivated incoming transfer students to engage in research. The goal of this program is to build strong student research skills that can be utilized and strengthened throughout their degree.

OUR also supports students through the Graduate Students as Emerging Mentors (GEM) Program. The GEM Program assists graduate students in conducting their research projects, some of which are community engaged, through collaboration with undergraduate research students. OUR works with graduate students to build mentoring and communication skills and to recruit research assistants for their projects.

Internships, Co-ops, Career Exploration- Since the last classification, UWF has established a definition of internships and co-ops as described in section 10, question 1. Students can pursue internships for academic credit or just for the experience. Career Development and Community Engagement (CDCE) oversees internships being pursued for experience only. Employers post internships in UWF's centralized career management system, Handshake, and then a member of the CDCE team reviews the position to ensure it aligns with UWF's definition of an internship before approving it.

Many academic departments have required internships specially designed to meet a community need. For

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

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example, Biology students in PCB4905- Water Quality Internship collaborated with a local agency on an estuarine ecology and water quality project during spring 2021. There are also new opportunities for students whose degree programs do not require internships to secure positions. An example of this comes from the Kugelman Honors Program through a collaboration with a world renowned local healthcare and rehabilitation institute. Through this partnership, students participate in biomedical research, marketing, and accounting internships gaining invaluable experience and community connections that will benefit their future careers.

The Post-Graduate Internship (PGI) program provides an example of an internship program at the institutional level that meets a community need. UWF partnered with several local non-profits that demonstrated an unmet need to establish internship programs. The non-profits were reimbursed by UWF for the wages paid to the interns through the PGI program.

Related to career exploration, during the 2021 legislative session, Florida House Bill (HB) 1261 was adopted requiring each university to connect undergraduate students to career planning, coaching, and related programs during the first academic year of enrollment. Beginning fall 2022, all new UWF students must complete a Career Readiness Module designed to guide them through career exploration tools. The module includes information on volunteering, service learning, and other community engaged activities in the individualized career plan section.

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

UWF does not currently have a co-curricular transcript, but there are tracking mechanisms for co-curricular engagement. Co-curricular community engaged High-Impact Practices (HIPs) are tracked by the HIP Oversight Committee through the HIP Designation and HIP Grant processes. UWF students have access to ArgoPulse (described in section 7, question 5) that tracks event and meeting attendance as well as community service hours. The Office of Student Engagement verifies community service hours submitted through the system, and this information can be obtained by students and faculty/staff.

Additionally, ePortfolios are becoming more widely used across the institution to showcase student development for internal and external audiences. Community engaged activities like service projects, community-based leadership and mentoring programs, and other co-curricular engagement are often included in ePortfolios providing students with another opportunity to display this work.

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

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

UWF students are provided with developmental pathways that lead to increasingly complex forms of community engagement over time in the curricular and co-curricular.

In the co-curricular, the Argo2Pro Career Readiness Program is a four-year pathway facilitated by the Office of Career Development and Community Engagement (CDCE) that assists students in developing vital career readiness skills and providing evidence to future employers that they are both academically prepared and career-ready. This program also helps students plan and track their curricular and co-curricular engagement through the development of an individualized career plan. Argo2Pro highlights eight skills identified by the National

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

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Association of Colleges and Employers (NACE) as essential to professional success, regardless of industry. There are three levels of development for each skill: Explore (First Year), Experience (First-Second Year), and Excel (Second-Fourth Year). Students can progress through the levels by participating in associated high-impact experiences, including community engaged opportunities. Examples of community engaged opportunities highlighted in Argo2Pro include joining a service or leadership organization, volunteering with a non-profit of interest, participating in community engaged faculty-led research project, and studying abroad. The highlighted opportunities become increasingly complex over time in the sense that less involved activities such as joining a service organization are showcased in the first year Explore phase. The engagement becomes more pervasive in the later phases through activities such as serving in an executive leadership position with a service or student organization.

Programs like Community Work Study (CWS) also often lead to increasingly complex forms of community engagement over time. CWS positions are always with non-profits and often engage students in solving problems facing the local community. CWS can lead to internships providing students with a deeper look into the operations of the non-profit and more time to focus on the issues that matter to the organization.

The Kugelman Honors Program also facilitates increasingly complex forms of community engagement. Honors students engage partners in conversations about big issues affecting the area like community resilience. Transfer-pathway Honors students are using the information from those conversations to administer a survey to gather public opinion data on community resilience. Other topics of conversation have included race in society which culminated in a trip to Montgomery, Alabama to visit the Legacy Museum and National Memorial for Peace and Justice. Students from a local state college, international students, faculty, UWF Student Ambassadors, and community members attended the most recent trip.

In the curricular, students in several degree programs engage the community in increasingly complex forms over time. For example, students in the nursing program spend eight hours per week in a hospital setting in their first semester, 16 hours per week in hospitals and community centers/organizations in their second semester, and 16 hours in a hospital during the third semester. In the final semester, students take a community health clinical course that connects them with the local county health department and community events. They also have an immersive clinical experience working 12 hour shifts in a hospital setting with a preceptor during this time.

**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.**

UWF students continue to be actively engaged in the community and play a vital role in community engaged decision-making as it relates to the student experience. There are a number of civic-minded registered student organizations including Active Minds, the Community Garden, Dance Marathon, the Graduate Student Social Work Organization, the Student Environmental Action Society, and UWF Relay for Life. These organizations provide opportunities for students to serve in leadership roles and to engage in decision-making related to community engagement.

The Student Government Association (SGA) advocates for experiences that impact students' success as scholars and members of the community. Throughout the institution, members of Student Government represent their peers in decision-making roles and in advocacy positions. If an issue arises, SGA representatives will try to find

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

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funding, programming, or other resources that can aid students. SGA oversees a project grant for activities that promote the mission of the organization and/or enhance University-wide programming. A past community engaged project funded by SGA allowed for the purchase of trees and plants for the Argos' Edible Garden in the Community Garden on campus.

The President of SGA serves as a voting member of the UWF Board of Trustees (BOT), the 13-member governing body for the institution. This role includes representing the student body on various committees and initiatives, while also playing a vital role in decision-making for the institution on large and small scale projects. Members of Student Government are also engaged in the campus community and represent the student point of view on committees across the institution. These committees include a number of decision-making and advisory groups ranging from parking, facilities, and student life, some of which have a community impact. Since the previous classification, the responsibilities of student government representatives have expanded as new initiatives have been created. For example, the SGA Office of External Relations duties have expanded to include intentional programming related to civic engagement.

Outside of SGA, the Division of University Advancement facilitates the Student Ambassador Program. Student Ambassadors are appointed by President Saunders to serve as the official student hosts for UWF campus and community events. As student leaders, Ambassadors devote a minimum of ten hours per month to these events. In 2017, the ambassador program created a Vice President of Campus and Community Engagement position within its executive council. This position has helped the program become more involved with the Pensacola community through partnerships with area organizations.

In the Division of Academic Affairs, the UWF Center for Cybersecurity facilitates a Cybersecurity Ambassadors program. Through this program, UWF students visit local schools and generate interest in cybersecurity education and careers among K-12 students. K-12 students learn about binary code, router attacks, encryption, and other cybersecurity topics from UWF students who are passionate about this work.

Student leadership in community engagement is recognized through the Spirit of UWF Awards, Student Leadership Awards, Honors Convocation Awards, and through college-specific awards programs.

-SGA President on BOT: <https://uwf.edu/offices/board-of-trustees/board-of-trustees/the-trustees/>

-Argos Edible Garden: <https://news.uwf.edu/uwf-launches-argos-edible-campus-program-combating-food-insecurity/>

**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.**

More than 80% of UWF students originate from the three surrounding counties, and many are commuters with off campus jobs. With this in mind, UWF has primarily increased student access to and participation in community engaged activities by embedding it into existing coursework through High-Impact Practices (HIP). The co-curricular has also been a focus area, but the primary target has been curricular engagement since not all commuter students can return to campus after classes. The HIP Oversight Committee's work (described in section 8, question 2) in establishing common definitions, Hallmark Student Learning Outcomes (HSLOs), taxonomies, and sample work products has been instrumental in the incorporation of HIPs in the classroom.

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

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Student awareness of community engaged HIPs has increased largely due to funding opportunities and marketing campaigns. Excitement around and participation in HIPs is increasing, but funding continues to be a significant factor for UWF students in terms of access. The HIP Scholarship described in section 8, question 9 was established in 2018 to help students offset the cost of unpaid or underpaid HIPs. The Professional Development Fund also provides an opportunity for students to receive funding to assist with the cost of participating in a HIP. From a marketing perspective, UWF's Watch Me HIP campaign has helped showcase all of the great work being done with HIPs. Posts featuring students and faculty have had high engagement numbers on social media, further building awareness of and encouraging participation in these opportunities.

A specific example of an initiative increasing access to community engaged opportunities comes from the Kugelman Honors and TRiO Programs. The Kugelman Honors Program's curriculum is rich in community engaged opportunities. Students in the Honors program complete focused community service projects, have the opportunity to study abroad, and have access to research support. To increase access to Honors programming, administrators partnered with TRiO, a program supporting the success of first-generation college students, low income, and students with disabilities. This partnership provided full-ride study abroad scholarships for underrepresented students in the TRiO program.

Another new funding initiative designed to reinforce the University's commitment to supporting participation in community engagement activities is the Argo Spirit Scholarship. Established by the Office of Undergraduate Admissions in 2019, Argo Spirit is a full-ride scholarship awarded to first-time in college freshmen who have shown strength of character, or "Argo Spirit." Argo Spirit involves overcoming obstacles, fighting for something important, and making an impact, and it can be in the form of leadership, family contribution, or community engagement. To date, 18 students have received the Argo Spirit Scholarship.

Faculty awareness of opportunities to integrate community engaged activities into the classroom has also been an initiative of focus since the last classification. Having representation from each academic college on the HIP Oversight Committee has helped create faculty "buy-in" surrounding the importance of student participation in service learning, internships to meet a community need, and other HIPs. The HIP Grant described in section 3, question 3 has also assisted in more faculty adopting community engaged activities into their courses.

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

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

campus diversity, inclusion, and equity goals (for students and faculty)  
efforts aimed at student retention and success  
encouraging and measuring student voter registration and voting  
development of skills and competencies to engage in dialogue about controversial social, political, or ethical issues across the curriculum and in co-curricular programming  
social innovation or social entrepreneurship that reflects the principles and practices of community engagement  
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)

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

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## **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).**

### Campus Diversity, Inclusion, and Equity Goals-

During this application period, community engagement was intentionally aligned with UWF's Diversity, Equity, and Inclusion (DE&I) goals. A Diversity Plan was established to align DE&I efforts with University and community efforts. Two goals on the 2018-2022 Diversity Plan specifically included engagement with the community.

-Goal 4: Improve multicultural training opportunities in an effort to enhance cross-cultural competency for students, faculty, staff, and members of the community.

-Goal 5: Serve the Northwest Florida region as a center for diversity education, multicultural awareness, and engagement by seeking, establishing, and sustaining relationships with organizations, institutions, and community partners who value diversity.

Much work has been done in support of these goals. For example, an online Cross-Cultural Competency Massive Open Online Course (MOOC) was developed during this application period. The course was designed to foster understanding and respect for all and to help participants thrive in diverse environments such as the workplace, classroom, or social settings. Over 3,400 faculty, staff, students, and community members completed the Cross-Cultural Competency MOOC.

UWF's Department of International Affairs hosts many initiatives with a community impact. For instance, International Affairs facilitates the Global Block Party, an event highlighting different cultures around the world. Culturally-based community organizations join student organizations to showcase their country's food, music, performers, and displays as part of this event.

University DE&I goals were recently refined to include a focus on civility and inclusion. Establishment of the goals was a collaborative effort with a focus on ensuring continued alignment with the University's strategic plan as well as community goals. Outcomes from the goals will be reported as part of the University's strategic direction 7: Culture of Inclusion and Civility.

### Voter Registration-

UWF regularly encourages student voter registration and voting. Beginning in 2018, UWF became an early voting precinct for Escambia County, Florida which was a great improvement for students and the community. Prior to 2018, there was a voting ban on campuses in Florida which was ruled unconstitutional in July 2018. Immediately after the ban was lifted, UWF was in contact with the Escambia County Supervisor of Elections to discuss becoming a polling site. One of the major goals of UWF hosting an early voting precinct was to assist students in casting their votes who may have otherwise had difficulty getting to the polls.

President Saunders is keenly aware of the importance of civic learning and engagement in democracy. She authored an article in the Pensacola News Journal in November of 2020 discussing the importance of university involvement in the voting process. In the article, Dr. Saunders stated that universities participating in election year activities produce graduates who will return to their communities with a clear understanding of the privilege and necessity of voting.

During the 2020 election, Reubin O'D. Askew Department of Government faculty offered their educated perspectives via public forums on how the pandemic may affect the election. Also in 2020, the UWF Center for

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

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Cybersecurity offered their expertise to the Escambia County Supervisor of Elections Office by providing a virtual cybersecurity training for the elections team.

UWF's Student Government Association (SGA) also works closely with the Escambia County Supervisor of Elections office to host voter registration drives. There are several sites on campus where students can register to vote or update their information. Staff members who oversee the registration process for each building communicate with the Supervisor of Elections office regarding replenishing voter registration supplies. The Supervisor of Elections office keeps track of how many applications they receive from the institution. UWF uses social media and other forms of marketing to encourage students to vote.

Saunders, M. D. (2020, November 2). Elections matter! UWF's role in getting the vote out is crucial: Guestview. Pensacola News Journal. Retrieved October 18, 2022, from <https://www.pnj.com/story/opinion/2020/11/02/elections-matter-uwfs-role-getting-vote-out-crucial-guestview/6124038002/>

## Lifelong Learning (Non-credit)-

During the pandemic, it became critical for UWF to expand non-credit offerings to an online format to increase access when in-person options were unavailable. Described in section 9, question 2, Leisure Learning provides programs for seasoned adults ages 55+ who are interested in joining a community of intellectual contemporaries and lifelong learners. Through the Leisure Learning program, participants can explore the local area via day trips and exclusive experiences; expand their skill set in a variety of subject areas; participate in discussions across topics from current global affairs to changes and new developments in the local community; and attend courses led by university professors, community leaders, professionals, and other intellectuals in their field of interest.

UWF Continuing Education also offers a diverse range of custom and community training programs including career training, test preparation, workforce training, personal enrichment, and youth programs.

## Campus Food Security Program-

The ArgoPantry provides food to UWF students in need of assistance. The food is collected through faculty, staff, and community donations in the form of non-perishable food, personal care items, and school supplies. Improvements to the Argo Pantry have occurred since the last application including the addition of a larger, dedicated space in the Care Services office.

Additionally, the UWF Community Garden discussed in section 5, question 2 develops, assesses, and sustains a network of mutually beneficial community partnerships by cultivating a large and growing network of volunteers who are committed to food sustainability, nutrition, and student development.

Community Garden goals include:

- Build community at UWF and in the surrounding region
- Help students develop leadership and community-building skills
- Teach UWF students, faculty, staff, and others how to grow food locally and organically
- Encourage healthy eating by increasing access to fruits and vegetables
- Promote food sustainability and security by creating an alternative to the industrial system of food production
- Increase respect and concern for the natural world
- Provide fresh produce for students via the Argo Pantry

The Community Garden also provides research opportunities for students across campus. For instance, students in English Composition I used a variety of research methods, progressing from food memoirs and supermarket ethnographies to hands-on service learning in the Community Garden.

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

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

Since the last classification, UWF has been more intentional in aligning institutional priorities with community engagement. The 2015 application helped identify gap areas, one of which was the institutionalization of community engagement. Institutionalization efforts over the past seven years have significantly aided in better alignment of institutional priorities with community engagement goals.

Several strategies have been employed to institutionalize community engagement. As described in section 5, question 2, UWF's strategic plan was recently updated to include a more intentional focus on community engagement. The strategic plan sets the tone for the institution in terms of goals and objectives. Over the course of the next year, colleges and divisions will undergo their own strategic planning processes, aligning goals with the priorities identified in the institutional strategic plan, one of which is Community and Economic Engagement.

Prior to the last classification, community engagement data was collected on annual reports if it was part of an initiative a department was reporting on for that year. To elevate the importance of reporting community engagement data, a separate community engagement report (described in section 7, question 2), was developed, and departments complete it as part of the annual reporting process. Adding this report to the annual reporting process was critical because it reinforced the significance of community engaged work across the institution.

Because community engagement is now part of the official reporting process, more departments are integrating it into their annual goals which align with institutional priorities. For example, one of the Center for Cybersecurity's 2022-2023 annual goals is to develop and enhance collaborations and partnerships between the Center and community. A 2022-2023 goal for the Office of International Affairs is to further develop the Center for Asian Studies' footprint on campus and in the community through the creation of new programs focused on the language and culture of Asian countries. Both of these goals align with the Community and Economic Engagement Strategic Direction of the institutional strategic plan.

As described throughout the application, there has also been a movement toward embedding community engagement deeper into the curricular and co-curricular across campus. The High-Impact Practices (HIP) Designation process has helped increase faculty interest in integrating community engagement into the classroom. Student interest in community engaged HIPs has also increased through participation in these experiences, marketing campaigns, and other strategies. These efforts also align with UWF's mission and the goals set forth by the institutional strategic plan.

Moving forward, work will continue through the HIP Oversight Committee to vet and designate HIP and community engaged courses. There was a 63% increase in the number of courses submitted for vetting for year two, showcasing the increased faculty interest in having their courses designated. There will also be a focus on measuring the quality of community partnerships using more comprehensive and consistent assessment tools.

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

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

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

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Completing this application helped identify UWF's strengths related to community engagement and areas where more improvement is needed. Data collection and assessment has emerged as a great strength and an area of significant growth since the last classification. During the last application cycle, data collection was a manual process involving surveying departments, and mining annual reports and faculty members' curriculum vitae. The development of a separate report specifically for community engagement data, including this report as part of the annual reporting process, and the Community Engagement Dashboard have helped to streamline data collection and further institutionalize community engagement on UWF's campus. The community engagement report is continuously evolving as new data points are identified, but there is still work to be done. Through this application, UWF learned service to the campus and service to the community needs to be differentiated in order to better understand faculty and staff service efforts. Reporters will be asked to differentiate between these types of service on the 2022-2023 community engagement report. Additionally, a focus on disaggregating faculty and student data by demographic and analyzing the outcomes of community engagement on underserved populations is needed.

Another strength this application helped identify is UWF's success in highlighting community engaged success stories. Through the Watch Me HIP campaign and the various marketing campaigns described in section 5, question 7, UWF has produced high-quality stories highlighting faculty, staff, student, and community partner engagement efforts. These campaigns elevate the importance of community engagement at UWF while also publicly recognizing those who participate in these efforts.

This application also helped identify that UWF's upper level and graduate curricular engagement efforts are strong, but there is still work to be done in the co-curricular and in lower level courses. Co-curricular programming is eligible for funding through the High-Impact Practices (HIP) Grant, but a marketing campaign targeting faculty and staff working with community engaged co-curricular programs will be needed to encourage more submissions. While lower level courses are eligible for many HIP-related initiatives that include community engagement, the number of upper level and graduate courses submitted for these programs is substantially higher. A focus on embedding community engagement and HIPs into lower level courses will also be needed moving forward. Additionally, ensuring community engaged work continues to be recognized in support of tenure and promotion will be critical. The HIP Oversight Committee is stewarding much of the recognition work, but explicit inclusion of community engaged scholarship in the tenure and promotion policy and/or department bylaws would help to further institutionalize it across campus.

One of the most exciting aspects of completing the application was the support of the Community Engagement Coordinating Committee (CECC), faculty, staff, students, and community partners throughout the process. The classification is a campus-wide effort, and all stakeholders provided data and information about their community engaged programs and partnerships in a thorough and timely manner. The hope is to build upon the momentum created by community engaged HIP efforts and this application to further institutionalize community engagement at UWF.

**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.**

During the process of completing the application, several workshops and webinars were attended including:

- "Workshop: Carnegie Elective Classification for Community Engagement," Thursday, February 24th, 2022
- "Carnegie Classification: Building a Team, Data, & Resources," Tuesday, May 10th, 2022
- "ACE Engage Launch," Wednesday, September 7th, 2022

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

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- “Open Q&A Hour,” Wednesday, September 14, 2022
- “Tenure and Promotion Policies and the Carnegie Elective Classification for Community Engagement,” Wednesday, September 28, 2022
- “Open Q&A Hour,” Wednesday, October 5, 2022
- “Open Q&A Hour,” Wednesday, November 16, 2022
- “Preparing for the 2024 Carnegie Classification: Section 10- Curricular Engagement,” Hosted by Collaboratory, Tuesday, December 6th, 2022
- “Carnegie Elective Classifications Year in Review”, Monday, January 9th, 2023
- “Carnegie Networking Call”, Hosted by Collaboratory, Monday, January 23rd, 2023
- “Community Assets, Reciprocity and Other Ideas We Don’t Really Believe”, Hosted by Dr. Byron White, Associate Provost for Urban Research and Community Engagement at UNC Charlotte, Wednesday, February 1st, 2023
- “Open Q&A Hour,” Wednesday, February 8th, 2023
- “Carnegie Networking Call”, Monday, April 17th, 2023

The presentations and Q&A sessions were immensely helpful to the application process. Specifically, the Q&A sessions helped clear up uncertainties regarding the intent of a few questions on the application. The “Preparing for the 2024 Carnegie Classification” webinar presented by Collaboratory also provided useful information related to section 10 of the application. Another helpful resource was the 2024 Re-Classification Documentation Guide to the Application which provided another way to look at some of the questions. Additionally, the American Council on Education Engage platform allowed insight into other institutions’ processes for completing the application and access to classification resources in a centralized location which proved very beneficial.

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

The process of writing the application was truly a campus-wide effort. The CECC consists of members from all five academic colleges along with representation from the majority of community-facing campus departments. The CECC members helped author the application by supplying qualitative and quantitative data and providing feedback throughout the process. In the future, it would be beneficial for community partners to provide feedback regarding the application. There was an effort to solicit feedback from the community for this application cycle, but unfortunately, no comments were received. The feedback form was available on UWF’s publicly-facing community engagement website and advertised in the University newsletter.

For future applications, a more extensive feedback campaign will need to be employed to ensure the voice of community partners is heard specifically regarding the application. The Community Perception Survey will continue to be facilitated to allow for ongoing feedback from the community about UWF’s engagement efforts.

### **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).**

Additional Example for Section 2, #5-

The UWF Haas Center oversees the operations of an additive manufacturing laboratory, Sea3D. The Sea3D lab provides a space for students, industry partners, and community members to collaborate on the creation and printing of 3-D products. As a shortage of face shields for healthcare workers gripped Florida in the early stages of the battle against COVID-19, the Haas Center partnered with five local companies to manufacture, manage,

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

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and distribute 3-D printed face shields in the Sea3D lab at no cost to local healthcare providers.

## Additional Example for Section 9, #12-

Dr. Chris Dake, Instructor in the Movement Sciences and Health department, taught ATR4842- Athletic Training Clinical IV during spring 2021. This community-based learning project included UWF athletic training students and staff and athletic trainers from local companies. The workshop consisted of suturing, IVs, airway management, splinting, and wound care and bleeding control. Information about this project was published in the spring 2021 National Athletic Trainers Association (NATA) News.

## Additional Information for Section 10, #3-

Community-connected is defined as a course that provides an introduction to interacting with community partners. Examples include community guest speakers, field trips to an organization, or other one-time activities. Community engaged is defined as a course involving a major project or that scaffolds activities in partnership with a community member/organization. Examples include students developing business plans in partnership with an organization or working with a non-profit to create a communication plan.

## References:

### Section 2:

#### #4:

Pensacola's Downtown Revitalization- <https://www.today.com/news/revitalization-gives-downtown-pensacola-new-energy-wbna53277183>

-<https://www.pnj.com/story/news/local/pensacola/downtown/2015/10/20/uwf-unveils-historic-trust-masterplan/74223072/>

### Inspiring the Gulf Coast: The UWF University-Community Partnership Model-

<https://news.uwf.edu/inspiring-the-gulf-coast-the-uwf-university-community-partnership-model/>

#### #5:

### CUPP Final Report-

[https://coastalresiliencecenter.unc.edu/wp-content/uploads/sites/845/2020/11/06232020\\_UWF-Housing-Needs-Assessments-for-Calhoun-County.pdf](https://coastalresiliencecenter.unc.edu/wp-content/uploads/sites/845/2020/11/06232020_UWF-Housing-Needs-Assessments-for-Calhoun-County.pdf)

### Section 5:

#### #6:

2022-2027 Strategic Plan- <https://uwf.edu/about/strategic-plan/>

### Section 6

#### #4:

Industry Resilience and Diversification Fund (IRDF)- <https://news.uwf.edu/uwf-boosts-economic-development-in-northwest-florida-through-industry-resilience-and-diversification-fund-program/>

Pensacola 2030- <https://www.pensacolachamber.com/pensacola-2030/>

### Section 7:

#### #3:

Kuh, G. D., Schneider, C. G., & Association of American Colleges and Universities. (2008). High-impact educational practices: What they are, who has access to them, and why they matter. Washington, DC: Association of American Colleges and Universities.

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

## Section 8

#6:

Inside Out Prison Project: <https://www.yahoo.com/lifestyle/uwf-bringing-students-prison-study-110127049.html>

#8:

Argos Edible Campus- <https://news.uwf.edu/uwf-launches-argos-edible-campus-program-combating-food-insecurity/>

## Section 9

#3:

UWF Competence and Qualifications of Instructional Personnel-Faculty Credentials- <https://uwf.edu/media/university-of-west-florida/academic-affairs/departments/institutional-effectiveness/faculty-credentials/AC-39.02-12.16-Competence-and-Qualifications-of-Instructional-Personnel.pdf>

Recruitment, Selection, and Appointment Policy- <https://confluence.uwf.edu/display/UP/Recruitment%2C+Selection%2C+and+Appointment?preview=/44598026/69960082/HR-20.02-09.15%20Recruitment%2C%20Selection%2C%20and%20Appointment.pdf>

#5:

2022-2023 Tenure, Promotion, & Evaluation Guidelines- [https://uwf.edu/media/university-of-west-florida/academic-affairs/departments/division-of-academic-affairs/tenure-and-promotion/Tenure\\_Promotion\\_Evaluation\\_Guidelines\\_2022\\_2023.pdf](https://uwf.edu/media/university-of-west-florida/academic-affairs/departments/division-of-academic-affairs/tenure-and-promotion/Tenure_Promotion_Evaluation_Guidelines_2022_2023.pdf)

Collective Bargaining- <https://uwf.edu/academic-affairs/resources/collective-bargaining/>

**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.**

N/A

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

The presentations, Q&A sessions, and other resources provided for the Elective Classification for Community Engagement were very helpful as was the Re-Classification Documentation Guide to the Application. For the Documentation Guide, specific examples from other institutions or examples of what a process could look like would be beneficial. For example, question 13 in section 9 asks, "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." After speaking with the American Council on Education team in a Q&A session, it was determined that an institution doing this very well might be disaggregating tenure and promotion data by demographic and then using that data to make decisions regarding funding and other resources for community engagement efforts. Having a specific example like this in the documentation guide would provide additional insight into the question.

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

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

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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](#)).**

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

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

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## Partner #1

Community Partner Name	Lakeview Center, Inc.
Community Partner Contact	Joe Carloni

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

Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

Email	joe.carloni@lifeviewgroup.org
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## Partner #2

Community Partner Name	Escambia County School District
Community Partner Contact	Steve Harrell
Email	sharrell@ecsdfi.us

## Partner #3

Email	Crista@valerieshouse.org
Community Partner Name	Valerie's House
Community Partner Contact	Crista Brandt

## Partner #4

Email	mary.zaledonis@uwwf.org
Community Partner Name	United Way of West Florida
Community Partner Contact	Mary Zaledonis

## Partner #5

Email	jcrf1@aol.com
Community Partner Name	parkrun
Community Partner Contact	Robin Foley

## Partner #6

Email	jennifer.grove@bhcpns.org
Community Partner Name	Achieve Healthy EscaRosa

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Submitted by The University of West Florida on 3/15/2022. Last modified on 5/16/2023.

<b>Community Partner Contact</b>	<b>Jennifer Grove</b>
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## Partner #7

<b>Community Partner Name</b>	<b>C.A. Weis Elementary</b>
<b>Email</b>	<b>lisa.smithcoleman@chsfl.org</b>
<b>Community Partner Contact</b>	<b>Lisa Smith-Coleman</b>

## Partner #8

<b>Community Partner Contact</b>	<b>Dannie Bolden</b>
<b>Email</b>	<b>danniebolden65@gmail.com</b>
<b>Community Partner Name</b>	<b>North Port St. Joe Project Area Coalition</b>

## Partner #9

<b>Email</b>	<b>Kimberly.berggren@med.fsu.edu</b>
<b>Community Partner Name</b>	<b>Florida State University College of Medicine PA Program</b>
<b>Community Partner Contact</b>	<b>Dr. Kimberly Berggren</b>

## Partner #10

<b>Community Partner Contact</b>	<b>Julie Sheppard</b>
<b>Email</b>	<b>jsheppard@ihmc.org</b>
<b>Community Partner Name</b>	<b>Institute for Human &amp; Machine Cognition (IHMC)</b>

## Partner #11

<b>Community Partner Name</b>	<b>Escambia County School District</b>
<b>Email</b>	<b>smarcanio@ecsdfl.us</b>

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<b>Community Partner Contact</b>	<b>Steve Marcanio</b>
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## Partner #12

<b>Community Partner Name</b>	<b>American Heart Association</b>
<b>Community Partner Contact</b>	<b>Inger Berg</b>
<b>Email</b>	<b>inger.berg@heart.org</b>

## Partner #13

<b>Community Partner Name</b>	<b>Booz Allen Hamilton</b>
<b>Community Partner Contact</b>	<b>Matthew Schumacher</b>
<b>Email</b>	<b>Schumacher_Matthew@bah.com</b>

## Partner #14

<b>Community Partner Name</b>	<b>Girl Scouts of Gateway Council</b>
<b>Community Partner Contact</b>	<b>Amanda Dempsey</b>
<b>Email</b>	<b>adempsey@girlscouts-gateway.org</b>

## Partner #15

<b>Community Partner Name</b>	<b>Autism Pensacola</b>
<b>Community Partner Contact</b>	<b>Shanan Chason</b>
<b>Email</b>	<b>shanan@autismpensacola.org</b>