Steering Committee on Community Engagement

Action Plan to Advance Community Engagement at UAlbany

Working Draft August 2009

Submitted by the Steering Committee to:

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and Provost Susan Phillips
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Cover photo captions:
Right side, top to bottom: 1. College of Arts and Sciences, Biology Dept., Science Research in the High School Program; 2. School of Public Health, public health preparedness drill; 3. NYS Writers Institute, Visiting Writers Series; 4. Performing Arts, College of Arts and Sciences, students in concert
Bottom row, right to left: 1. Center for International Development, presentation to Ugandan parliamentary field visit; 2. Committee on University and Community Relations, door-to-door safety campaign; 3. Volunteerism, UAlbany student at Albany Boys and Girls Club after-school program; 4. Sports, NY Giants Summer Training Camp; 5. Office of International Education, student teaching while studying abroad
Left side, bottom to top: 1. School of Criminal Justice, student and alumni moot court trial; 2. Center for Excellence in Cancer Genomics; 3. College of Computing and Information, Junior First Lego League Expo; 4. School of Business, Small Business Development Center
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Vision

The University at Albany will be a leader among New York’s research universities in putting knowledge and talent to work through diverse collaborations to benefit the people and communities of the region, state, nation and world.

From "Community Engagement at the University at Albany: Working Vision and Mission Statement," March 2009

INTRODUCTION

The University at Albany’s remarkable record of community-engaged research, teaching and service is a strategic asset that can be further developed for the advancement of the University and the good of its communities. UAlbany as a whole has the potential, even in the Capital Region, to be far more widely recognized as a strategic partner collaborating with the public and private sectors, at home and abroad, to tackle many of the challenges of our times.

The innovative work at the College of Nanoscale Science and Engineering advancing a globally competitive economy for New York State is very well known. Other examples abound. Faculty, students and staff conduct research- and teaching-based activities to address such critical issues as climate change, cancer, and global public health. Collaborations with governments help improve policies and practices for better outcomes for citizens, whether in child welfare, economic development, criminal justice or information technology. UAlbany works closely with the region’s schools and provides national research leadership on vital education issues to develop evidence-based solutions. Faculty, students and staff work with businesses to strengthen performance and competitiveness. They partner with groups to develop aging-friendly communities, address autism, and reduce disparities in minority health. A major presenter of the arts and humanities in the region, the University serves as a hub for creative and intellectual exchange. UAlbany's engagement involves thousands of students—from interns to volunteers—who assist in efforts benefitting New Yorkers while gaining in knowledge, experience and civic awareness.

In such tangible ways, UAlbany is an integral part of many communities, responding to the needs of citizens today and anticipating the challenges of the future. In the process, through knowledge-building partnerships, the entire UAlbany community grows in learning, capacity and influence. This dynamic connection with the world around us makes visible to the people and leaders of New York State some of the many contributions of their university. The only public research university in New York’s Capital City, UAlbany is strategically situated to showcase its work.
As the funding of public higher education declines, even apart from the severe fiscal distress of today, it is more important than ever that UAlbany tap its record of community-engaged research, teaching and service as a strategic advantage and communicate its successes boldly and effectively. The good news is that much can be achieved simply through improved internal coordination and communication.

In that context, the Steering Committee on Committee Engagement has worked over the past year to create a vision for UAlbany’s community-engaged activities and to suggest action strategies to achieve that vision. The Committee presents its recommendations in this working draft action plan, a plan which will evolve within the context of future University-wide strategic planning.

Creation and charge of the committee

On May 6, 2008 President George Philip and Provost Susan Phillips, then serving in interim capacities, created the Steering Committee on Community Engagement. The Committee was charged with developing and proposing: (1) a vision and mission statement for community engagement at UAlbany, and (2) an action plan to make community engagement a widely recognized hallmark of the University, with a major goal to strategically advance and leverage our accomplishments and distinctive strengths in community engagement for greater impact at home and abroad. The Committee was asked to recommend a range of strategies including those that would potentially position the University for a successful 2010/11 application to the Carnegie Foundation for the Advancement of Teaching for the Elective Classification in Community Engagement.

Background

The Committee’s formation was an outgrowth of the first UAlbany roundtable on outreach and community engagement, held on March 19, 2008 and convened by the president and provost. Recognizing UAlbany as already an “engaged” university, they offered the forum to explore how university units work with diverse communities as well as ways to advance efforts and enhance benefits. As almost 20 campus leaders profiled the work of their units, the portrait of a responsive and involved institution quickly took shape. With feedback from a community panel and brainstorming among some 50 participants, many ideas and several themes emerged, such as the need to be more university-wide, coordinated, and mission-driven in community engagement. The forum also provided an opportunity to reflect on UAlbany relative to some key questions raised by the Carnegie framework of best practices. The discussion suggested the value of taking a closer look at issues and ideas and developing a considered action plan.

Introduction to community engagement – UAlbany and the national context

Founded as a state normal school in 1844, UAlbany originally prepared the teachers needed to develop an educated citizenry in an evolving democracy. Since those origins, UAlbany’s role in tackling the pressing needs of society has grown extensively as the institution has evolved into a multi-faceted research center within the SUNY system and as the needs of the state, nation and world undergo dramatic change. Located in New York’s Capital City, UAlbany has a strategic advantage in being able to work closely with government, communities, non-profits and business on myriad needs. The concept of this work as “public service,” implying a one-way flow of knowledge and benefit, has shifted to an interactive, partnership model for mutual benefit.

UAlbany’s commitment to community engagement has been expressed in several ways, also illustrating this change in concept. The 1992 Mission Statement accepted by then President H.
Patrick Swygert espoused: “First, a commitment to the pursuit and advancement of knowledge, for its own sake and for its practical benefits to society;” and “Third, a commitment to the larger interests of society through acts of public service, and by fostering the ideals of social justice.” *Charting The Future*, the strategic plan accepted by President Karen Hitchcock in 1998, asserts that “[t]he University will continue its historic commitment to the core value of societal responsibility” in part “by actively supporting the application of its teaching and research to the needs of society.”¹ In speeches from 1999/2000, Dr. Hitchcock highlighted the importance of external engagement and partnerships, drawing on a 1999 report of the Kellogg Commission on the Future of State and Land Grant Universities. Finally, the “Going Forward Plan,” initiated by President George Philip and Provost Susan Phillips and released in January 2009, includes “Expanding strategic engagement with our unique location” as part of Priority 3. Relevant areas in the GFP plan are highlighted in Appendix A.

Recent past and interim presidents have defined the importance of partnering with the University’s wider communities through a range of initiatives reflective of the needs and the opportunities of the times. With several major initiatives continuing today, they range from former President Hitchcock’s efforts to develop industry, government and university partnerships to build UAlbany’s facilities and capacities in the sciences to former President Kermit Hall’s launch of UAlbany’s activities in environmental sustainability and a new partnership with a major Chinese university.

The strength of community engagement at UAlbany is that it occurs throughout the nine schools and colleges, multiple centers and units, and various student organizations. Leadership and initiative are found at all levels from deans and other campus leaders to faculty, students and staff who bring energy and creativity to hundreds of programs and activities. This important work has garnered significant federal and state investment as well as private donations.

UAlbany’s progress has occurred amidst growing national efforts to understand and advance community engagement at colleges and universities. An important benchmark was the founding of Campus Compact in 1985, now a coalition of over 1,100 college and university presidents, “promoting community service, civic engagement, and service-learning in higher education.”² In speeches from 1999/2000, Dr. Hitchcock highlighted the importance of external engagement and partnerships, drawing on a 1999 report of the Kellogg Commission on the Future of State and Land Grant Universities. Finally, the “Going Forward Plan,” initiated by President George Philip and Provost Susan Phillips and released in January 2009, includes “Expanding strategic engagement with our unique location” as part of Priority 3. Relevant areas in the GFP plan are highlighted in Appendix A.

Also influential was the 1999 report, *Returning to Our Roots: The Engaged Institution*, released by the Kellogg Commission. It called for land grant and other public higher education institutions to address challenges and negative public perceptions by becoming “engaged” with their communities -- responsive to their needs and guided by mutual respect, sharing and reciprocity.³

A recent benchmark was the launch of the Carnegie elective classification in 2006 with 76 “institutions of community engagement” in the first class of designees. Carnegie called it “a significant affirmation of the importance of community engagement in the agenda of higher education.”⁴ Today, a total of 196 colleges and universities have received the classification. See Appendix B for the list of institutions and the following table for Carnegie definitions.

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**DEFINITIONS FROM THE CARNEGIE ELECTIVE CLASSIFICATION IN COMMUNITY ENGAGEMENT**

<table>
<thead>
<tr>
<th>Definition</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Engagement</td>
<td>“describes 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.”</td>
</tr>
</tbody>
</table>

**CARNEGIE CLASSIFICATIONS**

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curricular Engagement</td>
<td>“includes institutions where teaching, learning and scholarship engage faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students’ civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.”</td>
</tr>
<tr>
<td>Outreach &amp; Partnerships</td>
<td>“includes institutions that provided compelling evidence of one or both of two approaches to community engagement.</td>
</tr>
</tbody>
</table>

- **Outreach** focuses on the application and provision of institutional resources for community use with benefits to both campus and community.
- **Partnerships** focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.).”

**THE WORK OF THE STEERING COMMITTEE**

Over the course of a year, the Committee held 8 meetings, 2 forums with community leaders and a special lecture by Syracuse University Chancellor Nancy Cantor. Major areas of focus for the Committee are described below.

**Definitions and examples**

In discussing the need for some common terms, the Committee considered the broad Carnegie definitions as a good working guide for the University and adopted them with one change. In the community engagement definition, the parenthetical phrase after “larger communities” describes geographical scope – that is, “local, regional/state, national, global.” For UAlbany the description is more appropriately stated as “diverse interests, types and locations from local to global.”

To illustrate the terms, UAlbany’s “outreach” activities include performances of the arts and music departments, the Visiting Author and Classic Video series of the New York State Writer’s Institute, the Talking History weekly radio program, and the Giants Summer Training Camp (hosted by the University). Curricular engagement includes the Community and Public Service Program and Education Community Service courses which all together involved over 1,100 students in 2008/09. Partnership examples include the University in the High School Program and the Center for the Elimination of Minority Health Disparities. A recent example is the Program in Financial Market Regulation, a cooperative project with industry, regulatory bodies, three UAlbany units (College of Computing and Information, Rockefeller College, the School of Business) and Albany Law School. Another is the new UAlbany Latino Political Barometer.

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Reflection on UAlbany community engagement activities

Through its meetings, the Steering Committee delved into the nature and scope of UAlbany’s community engagement activities. A major source of information was a document prepared with input from the Committee and various faculty and staff. “UAlbany – Community Connections: An Overview of Community Engagement Strengths” identifies key programs and activities in 10 subject areas. It is available on the community engagement web site under News and Resources. Visit: http://www.albany.edu/outreach/. The content is largely from the comprehensive inventory available on the site under Programs and Activities. This background material aided the Committee in establishing the following:

- **UAlbany has a large, well documented portfolio of community-engaged research, teaching and service** that has grown over time as the University has expanded into a diversified research institution strategically located in New York State’s Capital City. Communities involved are diverse in type, interest and location, from local to global.
- **Community engagement cuts across much of the University.** It is more relevant to various academic disciplines than others, and, in some fields, is integral to them.
- **Faculty involvement is a matter of choice -- as it should be.**
- **Community engagement has many types.** Such work in research includes, for example, community-based and applied research; engagement in teaching and learning includes continuing education and service-learning; and engaged service includes clinical services and service to community groups. A table with more examples is found in Appendix C.
- **A working conceptual model of community engagement** would be useful for the UAlbany community to advance future discussion. The group developed its own after reviewing various other models. See Appendix D.
- **The articulation between scholarship and community engagement requires focused exploration.** While Committee members had varied views, the group agreed that further discussion among interested faculty and administrators is important.

Best practices

The Committee reviewed the best practices of a range of public and private colleges and universities, and particularly the successful applications of institutions for the Carnegie elective classification. The application framework is designed to reveal how well community engagement is institutionalized in the “identity, culture and commitments of the institution.”

Community perceptions

To gain insights from leaders in the Capital Region, the Committee held two roundtables in the fall. See Appendix E for the list of participants. The 15 leaders attending had varying levels of knowledge of the University. Much discussion focused on communication, collaboration, access, and contact. Leaders saw UAlbany’s extensive engagement, beyond nanotechnology, as a best-kept secret. They urged concerted efforts to define messages and audiences and communicate through a wide array vehicles from the media to personal contact to campus visits. Participants suggested many specific tactics (e.g., ombudspersons for local companies) as well as identified new audiences to reach (e.g., young professionals and seniors). Areas of interest for closer connections ranged from grant writing assistance to expertise on addressing gang violence to enhanced support in the life sciences. Suggestions cut across all sectors from the neighborhood to state levels. These roundtable discussions particularly pointed to the need for a greater two-way flow of communication between the University and its many communities.
Example of a community-engaged research university (Syracuse University)

A culminating event was the special forum for campus and community leaders featuring Syracuse University Chancellor Nancy Cantor who presented SU’s vision of Scholarship in Action through Community Engagement. SUNY Chancellor-elect Nancy L. Zimpher made brief remarks as well. Held on March 2, 2009, the forum was hosted by the President, Provost and Committee and attracted over 100 participants. Dr. Cantor delivered an inspiring presentation on the concept of building Syracuse’s equivalent of the Erie Canal through the Connective Corridor and several Scholarship in Action initiatives. She identified the principles and criteria used to guide SU’s efforts such as building on legacies, making strategic investments that play to and benefit Syracuse’s disciplinary strengths, connecting across internal units, addressing local needs with global resonance, and building a pipeline of inclusiveness.

VISION AND MISSION STATEMENT FOR COMMUNITY ENGAGEMENT AT UALBANY

The Steering Committee reviewed mission statements from almost a dozen institutions and reflected on what makes UAlbany distinctive. On November 7th, a draft vision and mission statement for community engagement at the university was sent to deans and senior staff to discuss with their units, and the members of the Senate Executive Committee were also asked for their comments and suggestions. The Committee reviewed the feedback received and revised the document into a “Working Vision and Mission Statement for Community Engagement at UAlbany.” It was approved by the President and Provost in April with some final adjustments made and approved later in connection with the action plan. The statement is as follows.

WORKING VISION AND MISSION STATEMENT FOR COMMUNITY ENGAGEMENT AT UALBANY

The University at Albany’s long-standing commitment to community engagement is a distinctive feature of its historic mission of teaching, research and service. To recognize and leverage its extensive collaborations for greater strategic advantage, the University sets out the foundation and vision and mission for community engagement as follows.

FOUNDATION
Strategically located in New York’s capital city, UAlbany has played an important, historic public service role in New York State since it was established as a state normal school in 1844. Today, UAlbany is a research university distinguished by a very high level of research activity and nine schools and colleges in the arts and sciences, business, computing and information, criminal justice, education, nanoscale science and engineering, public affairs and policy, public health and social welfare. UAlbany’s distinctive academic and research strengths in these units spring largely from a strong base of external partnerships and address many needs critical to the future of the state, nation and world. Now, the University strives for increased public impact and value, along with public recognition, for its accomplishments and role in community engagement.

VISION
The University at Albany will be a leader among New York’s research universities in putting knowledge and talent to work through diverse collaborations to benefit the people and communities of the region, state, nation and world.
MISSION
To be nationally recognized for excellence as a community-engaged research university where faculty and staff, students, alumni, and partners from communities of diverse types, interests and locations, from local to global, collaborate strategically to:

- Advance human and community potential and well-being;
- Improve social, educational and scientific progress;
- Strengthen the economy through scientific and technological innovation and new business growth;
- Improve public policies and practices;
- Promote social justice and cultural diversity; and
- Inspire creative expression and understanding of the human condition.

UAlbany’s community engagement mission can be more fully elaborated and communicated in relation to its core functions of research, teaching and service.

- **Community-Engaged Research and Scholarship**: To enhance UAlbany’s stature as a public research university by deepening and linking areas of distinctive strength through research that engages communities in knowledge-building partnerships. These collaborations will result in advancing new discoveries, producing outcomes that are important to diverse community partners, and developing widely influential models. Such engaged scholarship will enhance the stature of UAlbany faculty and students.

- **Community-Engaged Learning and Teaching**: To better prepare students to be engaged citizens and leaders through reflective educational experiences that complement rigorous academic study and involve interactive learning with diverse community partners. To be a hub of learning for students of many ages.

- **Community-Engaged Service and Outreach**: To add value to the life and well-being of the world around us through actions that produce tangible benefits. At home in Albany and the Capital Region, to be active leaders and partners, contributing to local prosperity and serving as a magnet for young talent through vibrant intellectual and cultural exchange.

VALUES AND PRINCIPLES
In engaging with our communities, whether defined by interests, type or place, UAlbany will seek to:

- Be inclusive in its relationships and collaborations.
- Develop reciprocal relationships to identify mutual needs and benefits, set agendas for positive change, implement strategies, and assess results.
- Strengthen outcomes and learning through evidence-based research.
- Be community-friendly in facilitating access to opportunities and resources wherever possible.
- Welcome all community members to campus-sponsored activities and events, and in all other ways, be a valued part of the communities UAlbany serves as dedicated volunteers and engaged scholars and staff.

**UNIVERSITY – COMMUNITY ENGAGEMENT STRATEGIES AND ACTION STEPS (Years 1 - 2)**

UAlbany is already well along the path to realizing the vision presented above because of the many meaningful contributions faculty, students and staff are making to the world every day. The Committee has identified several manageable opportunities to enhance efforts to increase
recognition and impact. Toward that end, the Committee recommends UAlbany work strategically in 5 ways:

1. Formally recognize UAlbany’s strengths as a community-engaged research university and improve internal and external connections to advance them.
2. Communicate UAlbany’s success story in a big-picture, compelling and consistent way.
4. Encourage curricular engagement with communities to enhance students’ educational experience.
5. Address pressing local community needs through signature interdisciplinary projects with local-to-global interest.

These strategies are discussed below, each beginning with the rationale, followed by one or more action steps. The Committee has primarily focused in this report on activities for 2009/10 and 2010/11 (Years 1 - 2), given appropriate consideration of budgetary and time constraints. A final section briefly discusses future years. The good news is that much can be done through improved communication and coordination. This in turn would enable the University to tout its successes and build public recognition for UAlbany’s significant collaborative role in improving lives and communities.

1. Formally recognize UAlbany’s strengths as a community-engaged research university and improve internal and external connections to advance them.

**Rationale**

UAlbany has a distinctive record of community-engaged research, teaching and service, a record of partnering to improve lives and communities in the region, state, nation and world. It is now important to recognize in formal ways that community engagement is a valued part of UAlbany’s institutional identity. Such self-affirmation is a springboard to wider public appreciation.

By creating the first university-wide Steering Committee on Community Engagement, President George Philip and Provost Susan Phillips have taken an important step towards elevating both campus and regional recognition of UAlbany as a community-engaged research university. The Committee recommends building on this momentum and formalizing and institutionalizing efforts in some key ways, drawing on best practices.

The first two action steps below address the full breadth of the community engagement mission at the University at Albany. The second two steps focus specifically on the Capital Region.

**Action Steps – Years 1 - 2**

The Committee recommends the following steps. Bulleted items 2-4 would be undertaken and led by the President’s Office, working in cooperation with other units as appropriate.

- **Incorporate community engagement as a priority in the next UAlbany strategic plan.** The Going Forward Plan (GFP), Priority 4, F1 calls for “Articulating and promoting our mission,” suggesting “Incorporating strategic engagement with our institutional
location” as part of it. This should be done but widened to reflect the full nature of UAlbany’s community engagement as defined in this action plan.

- **Establish the Campus Committee on University - Community Engagement (CCUCE).** All units involved in community engagement across the 3 campuses would be invited to designate a senior staff or faculty representative. Various UAlbany student organizations would be invited to join as well. Community engagement at UAlbany is by nature a decentralized activity occurring in 9 schools and colleges and their departments, multiple centers and units, and student organizations. A mechanism is needed to help bring the campus together to communicate and collaborate within the wider context of UAlbany. The creation of an internal committee would:
  
  - Facilitate regular, campus-wide communication on a range of areas: e.g., activities and emerging initiatives, common issues and needs, new opportunities and funding possibilities, ways to avoid duplication and costs.
  - Improve collaboration and coordination among units as well as enable UAlbany to capitalize on efforts for greater effect.
  - Help advance action steps in this report as noted under particular strategies and where needed.
  - Develop measures and ways to assess the success and impact of efforts. This is essential for effective external communications and internal planning.

- **Create the President’s Partnership Award(s).** Many colleges and universities have recognition programs to spotlight the value of this collaborative work both on campus and in the community. The UAlbany award would recognize one (or possibly a few) teams of faculty/external community partners, from local to global, who have made a significant contribution to addressing a public need through engaged research, teaching and service. The awards would ideally be coupled with the annual Regional Community Conversation, noted below, to raise public visibility.

- **Create a President’s Regional Advisory Council.** Membership should be diverse and would largely include business, non-profit and community leaders, some of whom may already be affiliated with UAlbany as representatives of existing advisory committees in the schools and colleges, Citizen Laureates and distinguished alumni. Also a few members of the CCUCE, proposed above, should be on the Council to facilitate communication and consistency of effort between the two groups. Council members would serve as UAlbany’s ambassadors in diverse communities throughout the region for several purposes. These include providing feedback on community perceptions; serving as a sounding board; suggesting ways to strengthen relationships and develop partnerships; increasing public recognition; and “friend raising” which in turn ultimately supports fund raising. The terms for service should be time limited, perhaps 1-3 years, to maximize public participation.

- **Hold an annual President’s Regional Community Conversation.** Leaders and citizens from the Capital Region would welcome the chance to hear first-hand about UAlbany’s work and accomplishments, particularly in engaged research, teaching and service. The event could be rotated among the 3 campuses to both help community members gain familiarity with UAlbany’s varied academic environments (and needs) as well as improve their sense of campus accessibility in the process.
Rationale

UAlbany’s community engagement is a great story waiting to be told in a big-picture, compelling and consistent way. An important start is the restoration and update of the community engagement web site and inventory led by the President’s Office over the last year and a half working with liaisons from key units. Visit: http://www.albany.edu/outreach/. Now this overview must be presented in other accessible formats and tied to UAlbany’s marketing themes and brand identity. There is much good material to draw from, including the publications of many units and a constant flow of press releases and news stories that feature important examples of engagement.

The University at Albany has a very positive message to convey that can help accomplish the core mission of research, teaching and service – e.g., by building public awareness of the civic value of our work, attracting talented students, and raising funds for research, facilities, and scholarships. Other institutions are effectively packaging their community engagement to advance such goals as evidenced, for example, by the inspiring presentation “Scholarship in Action” made by Syracuse University Chancellor Nancy Cantor.

The need to state our case at the macro level was underscored by two conversations the Committee held with community leaders. The consensus was that UAlbany’s overall engagement is a best-kept secret. Additionally, these leaders stressed the importance of articulating the outcomes and impact of these efforts.

Action Steps – Years 1 - 2

The Steering Committee recommends, as a top priority, developing and implementing a university-wide communications strategy for community engagement including identifying audiences and appropriate vehicles for reaching them. The President’s Office will work in cooperation with the Office of Communication and Marketing. Elements include the following steps:

- **Continue to develop the community engagement web site and inventory** as a major internal/external connector and portal to the University. The President’s Office will continue to maintain the main pages of the site while the inventory content will be updated by key units and integrated into a new user-friendly, searchable format through RedDot content management software.

- **Create a public awareness campaign** that presents UAlbany’s extraordinary work partnering with the public and private sectors to improve lives and communities. This campaign should include a consistent message that can be readily used by UAlbany units in press releases and presentations. Also it should help publicize access points to expertise, events, and facilities. Specific tactics will depend on the goals and budgetary constraints but should include an inspiring PowerPoint presentation to introduce a general audience to UAlbany’s story of engagement. Other possibilities range from a periodic newsletter to the occasional personalized letter from the President to UAlbany’s friends and alumni. Specialized products can be developed to highlight areas where UAlbany stands out among other institutions (e.g., internships).
• **Continue and expand UAlbany Day.** In October 2008, the Office of Communications and Marketing held “UAlbany Day” which offered special lectures, tours and other events in conjunction with the Homecoming/Family & Reunion Weekend and Admissions Open House. All together, the weekend drew more than 4,000 visitors including alumni, prospective students and parents and community members. This initiative revived the former University-Community Day tradition, which had been suggested at the March 2008 outreach roundtable. The Committee proposes that this very successful event expand on the excellent seminars given by distinguished faculty so that they become a hallmark of the event. Community-engaged scholars should be included as well. At Caltech, the seminars have become a huge draw for alumni weekend. (UAlbany Day may even be the start of a Scholars Institute at UAlbany, an idea suggested in the “Going Forward Plan,” Priority 3 E8).

### 3. Support faculty interest in community-engaged scholarship.

**Rationale**

Various terms are applied to research and scholarship involving communities to address public needs, from “engaged scholarship” to “outreach scholarship” to Syracuse University's vision of “Scholarship in Action.” Some higher education institutions are studying and evaluating community-engaged scholarship within their missions of research, teaching and service. At Pennsylvania State University, for example, a dialogue undertaken by several faculty and administrators, which initially focused on outreach scholarship, produced a “multidimensional model of scholarship for the 21st century,” in which outreach scholarship was identified as an important part. This inquiry facilitated further efforts and steps at the university. The dialogue is also going on at the national level such as at the National Outreach Scholarship Conference and in various publications and initiatives.

**Action Steps – Years 1 - 2**

• **Begin campus discussion about the nature of scholarship and how it articulates with community engagement.** Such discussions could include: (1) how scholarship in the various disciplines articulates with community engagement; and (2) the standards by which scholarship related to community engagement should be evaluated, recognized and rewarded in these disciplines and across the University. The Campus Committee on University - Community Engagement (CCUCE) would be an appropriate group to participate in the dialogue with interested faculty, deans and department chairs. Important resources to help advance the discussion are faculty already working on the scholarship of engagement and community-engaged research projects. As examples of the latter, the Center for the Elimination of Minority Health Disparities and the Prevention Center in the School of Public Health are both based on a philosophy of community-action research, in which communities are active participants in establishing research agendas as well as implementing research studies.

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8 2009 conference co-sponsors: Michigan State University; North Carolina State University; The Ohio State University; The Pennsylvania State University; Purdue University; The University of Alabama; The University of Georgia; University of Kentucky; University of Wisconsin-Extension.
Rationale

The Working Vision and Mission Statement for Community Engagement lays out a goal of engaged learning by UAlbany students: “To better prepare students to be engaged citizens and leaders through reflective educational experiences that complement rigorous academic study and involve interactive learning with diverse community partners.”

This dovetails well with the Going Forward Plan action steps under Priority 1 “Increasing excellence in education and student experience” and Recommendation A1:

- Enhancing critical thinking, problem solving, communication and analytical skills . . .
- Involve undergraduate students in active other learning and reflection experiences (internships, experiential learning, engaging in or applying research, service-learning) possibly as a requirement.
- Enhance the undergraduate research experience.

Some information has been gathered about what is already occurring. In 2005, the President’s Office, with the assistance of the Provost’s Office and Office of Undergraduate Education, conducted a survey of faculty to find out what kinds of service-learning, community service and other forms of curricular engagement take place. The survey revealed a wide array of ways that students are involved with the community whether through internships, field placements, for-credit volunteer community service, or extracurricular volunteer activities.

Action Steps – Years 1 - 2

Year 1

The Committee recommends the following:

- Lay the groundwork for developing a campus-wide database of courses and other curricular activities that include community engagement. The 2005 survey information, though somewhat dated, is a useful preliminary resource. It should be posted on the community engagement web site for interested faculty and staff until future development and updating can be done. Implementation: President’s Office.

Year 2 (and beyond)

At the time when the University develops strategic goals and initiatives for undergraduate education and academic engagement, the Committee recommends consideration of the following tactics:

- Identify campus leaders for advancing curricular engagement.
- Increase faculty awareness of opportunities to enhance classroom experiences through the development of service-learning courses and/or courses involving community-engaged research.
• Encourage faculty to involve students in their community-engaged research.

5. **Address pressing local community needs through signature interdisciplinary projects with local-to-global interest.**

**Rationale**

UAlbany is a major community partner in Albany and the region, collaborating with others to advance the economic, social and cultural vitality of Albany and the region. University – community collaborations work to strengthen schools, assist in providing critical services, improve government policies and practices, increase business competitiveness, and assist in many more ways. A further level of engagement is to connect such efforts across UAlbany programs and disciplines to address pressing community needs with area partners. The challenges abound in our home base of Albany and the region. Issues of poverty, violence, poor housing and deteriorating neighborhoods are conditions that require systemic attention. University-community collaborations could address them in a more cohesive way for mutual benefit. Future strategic planning at UAlbany would be an important context for such work.

To illustrate, one community leader suggested an approach of working thematically and legislatively with external partners on critical issues to “make our communities well.” Using primary care as an example, he recommended applying and integrating the intellectual power of the schools and colleges to advance research, policy development, formulation of legislation, and implementation. A faculty member proposed “cradle to career (PK-16) whole systems education reform for workforce development and democratic citizenship.”

The Committee does not propose a particular signature interdisciplinary project since this is something that the President, in consultation with relevant units, must determine based on many considerations. Instead the Committee is suggesting the importance of such an approach to addressing needs. Also recommended is the development of articulated criteria and a process, such as consulting with local community leaders, considering the benefits and costs of such involvement, and seeking initiatives that will yield knowledge valuable beyond the immediate area or situation. Effective approaches would be of interest to communities around the nation and globe. This strategy further extends the ideas in the Going Forward Plan for Priority 3 regarding Albany “Expanding strategic engagement with our unique location.”

**STRATEGIES AND ACTION STEPS FOR THE FUTURE**

The Committee identified many other important steps to take at the time when University resources expand. The following are many of those key ideas presented by strategy.

**Strategy 1** (Recognize UAlbany’s strengths): An important area relevant to a successful communications campaign is the ability to articulate outcomes and impacts. As suggested earlier in this report under Strategy 1 action steps, UAlbany will need to build capacity in collecting and aggregating data and assessing efforts. The proposed Campus Committee on University - Community Engagement (CCUCE) would continue to advance this effort.

**Strategy 2** (Communicate UAlbany’s success story): UAlbany’s excellence in addressing critical public needs merits national recognition through such vehicles as the Carnegie Elective Classification in Community Engagement and the President’s Higher Education and Community
Service Honor Roll⁹. UAlbany should seek out the Carnegie classification when the timing is right (the next expected round would have a deadline of September 2010). The President’s Office, in consultation with other units, can gauge the feasibility of a successful application early in 2010. Further, various opportunities to improve visibility and to reach new groups were discussed by the Steering Committee ranging from video broadcasts on the community engagement web site to a Community Impact Statement to designated ombudspersons in the key units with significant external programs. These ideas can be considered at the appropriate time.

**Strategy 3** (Community-engaged scholarship): The Committee took note of a *Going Forward Planning* Priority 2, B2 which identifies a need to clarify the “expectations about research, teaching and service” for tenure-track faculty and indicates that a directive is needed that “service counts”. The Committee recommends that community engagement be considered in the clarification of service, and that community-engaged scholarship must be of high quality to support UAlbany’s standards as a research university. On a smaller scale, the Committee sees the potential for adopting a strategy used by other institutions to advance community-engaged scholarship – that is, a seed grant program for faculty/student research and service. This is a possibility for the future when private fund raising can be done. This strategy is consistent with a GFP idea Priority 2, B1 “Invest in, and work to retain our high quality faculty and staff” and the idea to “enhance faculty research incentives and opportunities by providing additional funds for pilot projects . . . .”

**Strategy 4** (Encourage curricular engagement): To encourage faculty to include more service-learning in their courses, UAlbany will need a database to help sort and report information on courses currently offered. The proposal for Year 1 provides a starting point to help identify the issues involved with this kind of project. As the database is advanced in subsequent years, it would be useful to consider developing standards for inclusion and possibly a formal way to recognize students who complete several engaged learning courses.

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⁹ The other three SUNY university centers are on the honor roll, as well as several other SUNY institutions. “The President’s Higher Education Community Service Honor Roll, launched in 2006, recognizes colleges and universities nationwide that support innovative and effective community service and service-learning programs.” The Honor Roll is an initiative of the Corporation for National and Community Service, and is sponsored by the President’s Council on Service and Civic Participation, the U.S. DOE and HUD.
APPENDIX A

Excerpts from
“Going Forward Plan”
Final Draft, January 12, 2009

Action Plans

Priority 1: Increasing excellence in education and student experience

Page 6-7
A1. Enhancing critical thinking, problem solving, communication and analytical skills:
- Review the June 2007 Report of the UAlbany Task Force on Undergraduate Writing Instruction and identify the resources needed to address this critical need
- Develop a coherent set of curricular recommendations to increase these areas of intellectual development among our students. Initial suggestions include:
  - Review and possibly streamline the general education program
  - Create a “critical thinking” designated course series (similar to the “writing intensive” courses)
  - Encourage interdisciplinary partnerships and other innovative approaches to teaching, such as service learning
  - Develop capstone projects within departmental majors that require the students to demonstrate the skills that are identified as critical to adequate preparation
  - Develop formal, required, components on critical thinking, problem solving, communication, technological literacy, and analytical skills to be incorporated in courses taught across campus, modeled after (or to replace some or part of) General Education courses; Identify best practices for incorporating these skills in courses, especially via active learning strategies; Assess the effectiveness of courses that focus on these skills
  - Develop a campus-wide project (like the book project) that promotes critical thinking
    - Involve undergraduate students in active other learning and reflection experiences (internships, experiential learning, engaging in or applying research, service learning) possibly as a requirement
    - Enhance the undergraduate research experience
      - Encourage undergraduate research projects to go beyond one course – continue through other courses in order to engage students in authentic research and problem solving activities (data collection analysis and communication)
      - Hold an undergraduate research day across campus*

Priority 2: Supporting our faculty and staff

Pages 9-10
B1. “Invest in, and work to retain, our high quality faculty and staff. Initial ideas include:
- Enhance faculty research incentives and opportunities by providing additional funds for pilot projects, dedicating faculty time for research and scholarship, and publicizing research awards and achievements.”
APPENDIX A

B2: “For tenure-track faculty, develop and communicate clear expectations, and also consider offering flexibility in tenure-track and promotion routes:
- Clarify and formalize the expectations about research, teaching and service for tenure-track faculty addressing at least the following issues . . .
  - Provide a University-wide directive stipulating that service counts toward tenure and promotion, and clarify service expectations both for junior faculty and for faculty who have received tenure.”

B3: “Recognize the full range of contributions by systematically, generously, and publicly acknowledging achievement in all areas (Teaching, research, service).
Initial ideas include:
- Local(unit-level) programs of recognition
- Recognition for longevity, instructional innovation, mentoring
- Provide particular attention to the recognition of teaching.”

Priority 3 (the last item): Expanding strategic engagement with our unique location

Pages 14-15

E8. Build on strength of location in the Capital Region – as the capital of New York State, and as the center of the emergence of “Tech Valley” – by promoting our programs and the benefits of the area. Initial ideas include:

- Increase visibility at the Capitol and state agencies
- Develop a “scholar” institute similar to the Writers Institute – a place where our scholarship would be on display for state-wide benefit (“Albany Institute of Scholars”), p. 15
- Promote our programs that involve government

E9. Increase interconnections between the University and the local and regional community. Initial ideas include:

- Continue and grow UAlbany Day
- Increase engagements with the community through activities that allow us to showcase faculty scholarship (e.g., lecture services on- and off-campus)
- Highlight our location as a hub of higher education in the region
- Sponsor cultural and civic events.
- Develop collaborative alliances among entities such as research institutes, colleges, k-12 schools, etc. in the Capital District
- Involve undergraduate students in active learning, and reflection experiences, internships, experiential learning, engaging in or applying research, service learning)

Priority 4: Articulating and promoting our mission

F1. Create an updated statement of mission and vision from University community.
Initial ideas for consideration include:
- Incorporating both research and educational aspects of our enterprise
- Incorporating restoration of UAlbany as a highly selective institution
- Incorporating our commitment to diversity and our global reach
- Incorporating strategic engagement with our institutional location.
## All Classified Community Engagement Institutions

*(2006 and 2008)*

### Curricular Engagement

<table>
<thead>
<tr>
<th>Institution</th>
<th>Year</th>
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<tbody>
<tr>
<td>Bowling Green State University-Main Campus</td>
<td>2006</td>
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<td>California State University-Monterey Bay</td>
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<td>La Sierra University</td>
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<td>Pitzer College</td>
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<td>Saint Mary’s College of California</td>
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<tr>
<td>Spelman College</td>
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<td>Tusculum College</td>
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### Outreach and Partnerships

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<th>Year</th>
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<tr>
<td>California State University-Chico</td>
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<tr>
<td>Kent State University-Main Campus</td>
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<tr>
<td>Massachusetts College of Art and Design</td>
<td>2008</td>
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<tr>
<td>Northern Illinois University</td>
<td>2008</td>
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<tr>
<td>Oklahoma State University-Main Campus</td>
<td>2006</td>
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<td>Owens Community College</td>
<td>2008</td>
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<td>Rockford College</td>
<td>2006</td>
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<td>Rutgers University-Newark</td>
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<td>University of Cincinnati-Main Campus</td>
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<td>University of Houston-Downtown</td>
<td>2008</td>
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<tr>
<td>University of New Hampshire</td>
<td>2008</td>
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<td>University of North Carolina at Pembroke</td>
<td>2008</td>
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<tr>
<td>University of North Dakota-Main Campus</td>
<td>2006</td>
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<td>University of South Florida</td>
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### Curricular Engagement & Outreach and Partnerships

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<td>Allegheny College</td>
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<td>Antioch University New England</td>
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<td>Appalachian State University</td>
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<td>Arizona State University at the Tempe Campus</td>
<td>2006</td>
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<td>Augsburg College</td>
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<td>Bates College</td>
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<td>Bentley College</td>
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<td>Berea College</td>
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From website of the Carnegie Foundation for the Advancement of Teaching, April 2009

http://www.carnegiefoundation.org/classifications/sub.asp?key=1213&sub key=2215
Boise State University 2006
Bristol Community College 2006
Bryn Mawr College 2006
Bunker Hill Community College 2008
 Cabrini College 2008
California State University, Fullerton 2008
California State University, San Bernardino 2008
California State University-Fresno 2006
California State University-Long Beach 2008
California State University-San Marcos 2006
California State University-Stanislaus 2008
Central College 2008
Chandler/Gilbert Community College 2006
Clemson University 2008
College of the Holy Cross 2008
Colorado State University 2008
Daemen College 2008
Defiance College 2008
DePaul University 2006
Dominican University of California 2008
Drexel University 2008
Duke University 2008
Duquesne University 2008
East Carolina University 2008
East Tennessee State University 2008
Eastern Kentucky University 2008
Eastern Michigan University 2008
Eckerd College 2008
Elan University 2006
Emory & Henry College 2008
Emory University 2006
Fairfield University 2008
Fielding Graduate University 2008
Finlandia University 2008
Florida Gulf Coast University 2008
Fort Hays State University 2008
Georgetown University 2008
Gettysburg College 2006
Hocking College 2008
Indiana State University 2006
Indiana University-Purdue University-Indianapolis 2006
Iowa State University 2008
Johnson and Wales University 2008
Judson College 2008
Kapiolani Community College 2006
Keene State College 2006
Keuka College 2008
Lawrence Technological University 2008
Louisiana State University 2008
Loyola University Chicago 2008
Madonna University 2006
Mercer University 2008
Messiah College 2008
Metropolitan State University 2008
Miami Dade College 2008
Michigan State University 2006
Middle Tennessee State University 2008
Middlebury College 2006
Middlesex Community College 2006
Morehead State University 2006
Mount St. Mary's College 2008
Mount Wachusett Community College 2008
Nazareth College 2008
New York University 2006
Niagara University 2008
North Carolina Central University 2008
North Carolina State University at Raleigh 2006
Northampton Community College 2008
Northern Kentucky University 2006
Northern Michigan University 2008
Northwest Florida State College (formerly Okaloosa Walton College) 2008
Occidental College 2008
Ohio State University 2008
Otis College of Art and Design 2006
Otterbein College 2008
Pace University-New York 2006
Pennsylvania State University 2008
Pfeiffer University 2008
Portland State University 2006
Purdue University 2008
Raritan Valley Community College 2008
Regis University 2008
Rhodes College 2006
Rice University 2008
Richland College 2006
Rollins College 2008
Saint Anselm College 2008
Saint Peter's College 2008
Saint Thomas Aquinas College 2006
San Francisco State University 2006
San Jose State University 2008
Santa Clara University 2006
Southwestern University 2006
Springfield College 2008
Stetson University 2008
Stonehill College 2008
SUNY College at Cortland 2008
Swarthmore College 2008
Syracuse University 2006
Texas Tech University 2006
The University of Montana-Missoula 2008
Towson University 2008
Trinity College 2006
Tufts University 2006
Tulane University 2008
Universidad del Sagrado Corazon 2008
University of Akron 2008
University of Alabama 2008
University of Alabama at Birmingham 2008
University of Alaska Anchorage 2006
University of Baltimore 2006
University of California-Los Angeles 2006
University of Central Florida 2008
University of Denver 2006
University of Detroit Mercy 2008
University of Houston 2008
University of Houston-Clear Lake 2008
University of Illinois at Urbana-Champaign 2008
University of Kentucky 2006, 2008*
University of Louisville 2008
University of Maine 2008
University of Massachusetts Dartmouth 2008
University of Massachusetts Lowell 2008
University of Massachusetts Medical School Worcester 2008
University of Massachusetts-Amherst 2008
University of Massachusetts-Boston 2006
University of Memphis 2006
University of Michigan 2008
University of Minnesota-Twin Cities 2006
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<th>University Name</th>
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<tr>
<td>University of Missouri-Columbia</td>
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<td>University of Nebraska at Omaha</td>
<td>2006</td>
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<td>University of North Carolina at Chapel Hill</td>
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<td>University of North Carolina at Charlotte</td>
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<td>University of North Carolina at Greensboro</td>
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<td>University of North Carolina Wilmington</td>
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<td>University of Northern Iowa</td>
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<td>University of Pennsylvania</td>
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<td>University of San Diego</td>
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<td>University of San Francisco</td>
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<td>University of Scranton</td>
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<td>University of South Carolina-Columbia</td>
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<td>University of Southern Indiana</td>
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<td>University of St. Thomas</td>
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<td>University of Tennessee-Chattanooga</td>
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<td>University of Vermont and State Agricultural College</td>
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<td>University of Wisconsin-Madison</td>
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<td>University of Wisconsin-Parkside</td>
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<td>Utah Valley University (formerly Utah Valley State College)</td>
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<td>Villanova University</td>
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<td>Virginia Commonwealth University</td>
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<td>Virginia Polytechnic Institute and State University</td>
<td>2006</td>
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<td>Wagner College</td>
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<td>Wartburg College</td>
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<td>Washington State University</td>
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<td>Wesleyan University</td>
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<td>Western Carolina University</td>
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<td>Winthrop University</td>
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<tr>
<td>Xavier University</td>
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</table>

* University of Kentucky was classified as Curricular Engagement in 2006 and then Outreach and Partnerships in 2008; as a result, it is currently in the Curricular Engagement & Outreach and Partnerships category.
# Community Engagement

## Examples of Types (1)

<table>
<thead>
<tr>
<th>Community-Engaged Research/ Creative Works</th>
<th>Community-Engaged Teaching and Learning</th>
<th>Community-Engaged Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Applied research</td>
<td>• Service-learning</td>
<td>• Clinical services</td>
</tr>
<tr>
<td>• Community-based research</td>
<td>• Internships, practicums, field placements, client studies, etc.</td>
<td>• Policy analysis</td>
</tr>
<tr>
<td>• Technical assistance</td>
<td>• Study abroad programs</td>
<td>• Commercialization</td>
</tr>
<tr>
<td>• Publications/presentations</td>
<td>• Continuing education</td>
<td>• Technology transfer</td>
</tr>
<tr>
<td>• Needs assessments/program evaluations</td>
<td>• Conferences, seminars, workshops</td>
<td>• Community service</td>
</tr>
<tr>
<td>• Exhibitions/performances</td>
<td>• Contract courses or programs designed for specific audiences</td>
<td>• Expert testimony</td>
</tr>
</tbody>
</table>

Note: Some examples fit more than one category.

(1) Content excerpted and adapted from “Scholarship-Focused Outreach and Engagement: Public Scholarship, Civic Engagement, and Campus-Community Partnerships,” a powerpoint presentation by Hiram E. Fitzgerald, Ph.D., Associate Provost, University Outreach and Engagement, Michigan State University, May 21 2008.
Community Engagement Conceptual Model

Engagement with Communities of Diverse Types and Places

Community-Engaged Research
Examples: community-based research, applied research, technical assistance, needs assessments/program evaluations

Community-Engaged Teaching
Examples: continuing education, conferences, workshops, study abroad

Community-Engaged Learning
Examples: service learning, internships, practicums, other experiential learning

Community-Engaged Service
Examples: volunteerism, community service

Full integration of Research, Teaching, Service and Community
Examples: university, industry, government partnerships, scholarship of service learning
SCCE Community Roundtable Conversations
List of Participants

November 3, 2008

Ladan Alomar, Executive Director, Centro Civico of Amsterdam, Inc.

The Honorable Michael Breslin, County Executive, Albany County

John Cochran, Assistant Director for Intergovernmental Affairs and Strategic Planning, NYS Office for the Aging

Joseph Dragone, Superintendent, Ballston Spa Central School District

Catherine Hedgeman, Attorney, founder of chamber GenNEXT Council; also of Stakeholders Group

Philip Morris, Chief Executive Officer, Proctors, Schenectady

Anne Pope, Regional Director, Northeast Region, NAACP

James D. Sinkoff, President & CEO, Whitney Young Jr. Health Center

Gene Solan, President, Neighborhood Resource Center, Albany

December 12, 2009*

Michael Castellana, President, SEFCU

Charles Dedrick, District Superintendent, Capital Region BOCES

Harold Meckler, Ph.D., Vice President, Science and Technology, AMRI

James Ross, Principal Economist, New York State Department of Labor

F. Michael Tucker, President and CEO, Center for Economic Growth

Michael Yevoli, Commissioner, Dept. of Planning and Development, City of Albany

* Four business and health leaders were unable to attend due to the major ice storm.