Carnegie Foundation for the Advancement of Teaching
Community Engagement Classification Application 2015
Bowling Green State University
April 15, 2014
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PRESIDENT’S LEADERSHIP STATEMENT
CARNEGIE COMMUNITY ENGAGEMENT APPLICATION 2015
I.A.1. Provide a letter from the President/Chancellor or Provost (Vice President for Academic Affairs) that:
   a) Indicates their perception of where community engagement fits into their leadership of the institution,
   b) Describes community engagements relationship to the institution’s core identity, strategic direction, and practices, and
   c) Discusses how engagement is institutionalized for sustainability in the institution.

SEE LETTER ON NEXT PAGE
April 11, 2014

The Carnegie Foundation for the Advancement of Teaching
51 Vista Lane
Stanford, CA 94305
RE: Elective Classification on Community Engagement

Dear Reviewers:

Bowling Green State University (BGSU) has a strong history of community engagement dating back to the institution’s founding as a Normal College in 1910. This history was one of the compelling factors related to my decision to join BGSU as its 11th President in July of 2011.

This is a challenging time for BGSU, and for all of higher education, as we continue to balance declining support from the State of Ohio, shifts in enrollment, and to new internal partnerships with the BGSU Faculty Association.

Despite these challenges, a deep and pervasive commitment to community engagement and regional relevance is part of the fabric of our institution, and a commitment shared by all our constituency groups. In my inaugural address, I affirmed my commitment as President to sustain and to deepen our practices as a partner locally, regionally, nationally and internationally. As a University, we are involved in strategic planning and internal organizations that enhance our ability to engage our students, faculty and staff members more directly in our communities to foster engaged citizenship, global leadership and public service. We have already demonstrated some early successes with local partnerships in the City of Bowling Green and in Wood County, with our neighbors closest to home. New partnerships and opportunities will build on long and deep legacies of community engagement as we renew, revise and recommit to our role as an engaged university.

As the President of BGSU, I am personally and professionally committed to community engagement, joining the Board of Ohio Campus Compact as one of my first public service commitments. Professionally, while at Wright State University (WSU) I was the founding director of the Center for Urban and Public Affairs and served in that capacity for 11 years. Also during my time at WSU, I was appointed as the Director of the Office of University Partnerships for the U.S. Department of Housing and Urban Development. This background in campus-community partnerships has been an ever present part of my leadership during my time at West Virginia University and at Auburn University, and now here at BGSU. I firmly believe that BGSU cannot accomplish its goal of educating personally and socially responsible students without collaborating with the community to address vital community needs.
When I first arrived at BGSU I was pleased to see community engagement firmly rooted in our mission and vision statement as well as outlined in the institution’s strategic plan. My administration has updated the strategic plan and goals. One goal is to develop mutually beneficial relationships between all stakeholders, including community partners. In our vision statement, we have made the commitment that we will meet the educational, economic and social challenges of our region, the State of Ohio, the nation and the world. This vision is ambitious, and I am confident that our students, faculty and staff members, in collaboration with our community partners, can indeed make a significant impact on our community.

During the short time I have been at BGSU, I have witnessed and initiated some significant partnerships. For more than a century we’ve had an outstanding partnership with the city of Bowling Green. In 2012, the Mayor of Bowling Green, Richard Edwards, and I convened a joint task force to analyze our current town-gown relationships and to recommend ways we can strengthen those ties. We had some outstanding ideas, and a number of committee members are helping to implement the recommendations.

One result of the task force work was the creation of a joint City of Bowling Green and University Visitor Center. The University and the Convention and Visitors Bureau staff the center and draw upon the talents of our students in the travel and tourism program. We are also pleased about our collaboration with Wood County Hospital on a new student health center, which opened its doors in the fall of 2013. Our goal is to enhance the health care options for our students, faculty and staff while increasing efficiency. This partnership also has significant economic benefits for Wood County Hospital and for Wood County.

During the summer of 2013, we broke ground for the new Ohio Bureau of Criminal Investigation Laboratory. This unique collaboration with the Office of Ohio Attorney General has allowed us to establish academic programming in forensic science at the undergraduate level and will allow us to start a program at the graduate level. It also provides us with new research, outreach and training opportunities. These types of common-sense, public-private partnerships benefit our students, the University and our communities.

In my public appearances and conversations, I often highlight that we are committed to a unique “BG Experience.” One element that is crucial to distinguish us from other schools is making experiential learning a part of every student’s academic journey. I firmly believe, as the research supports, that experiential learning is a high impact practice to which all of our students deserve access. To this end, through my leadership and time at BGSU, we have made some significant strides to support this type of community engagement. We are supporting the growth of the Office of Service-Learning by adding an associate director position to strategically increase the number and quality of service-learning courses available for students and cultivate issue-based immersion learning experiences.

Additionally, we have recently hired a new Director of Education Abroad who is establishing new partnerships to make it possible for more of our students to study abroad, particularly with opportunities for community service and public engagement. Lastly, we have been establishing structures for internships and co-ops at the college level and through our Career Center with substantial grants such as Ohio Means Internships and Co-Ops. This organizing for experiential
learning will directly impact our students, as well as our communities. We will help to promote
capacity building in the public and private sectors, contribute to strategic workforce development
for the State of Ohio and the Great Lakes region, deliver needed basic human services, and
address critical societal issues such as the health of Lake Erie. As you will see in the remainder
of this application, we have many exemplary partnerships and activities taking place at BGSU.

BGSU recently completed the Higher Learning Commission Accreditation in 2013. When I
arrived in 2011, we had just two years to prepare for this important reaccreditation review. Many
universities spend as much as four years getting ready for reaccreditation. It was a daunting task
that involved every part of our campus and operations. We set a goal of having a “perfect” visit,
which meant no major recommendations for improvement for BGSU. I am pleased to report that
we accomplished that goal. In fact, the site team even used some of our current practices such as
assigning Board of Trustee liaisons to colleges and other units, our revised strategic plan, and our
University/community partnerships as excellent examples for other universities to emulate.

We are at a pivotal time in our development with many changes providing opportunities to
streamline our operations for more effectiveness and efficiency. For example, the creation of a
position of Director of Academic Assessment is allowing us to develop sustainable and
consistent methods for collecting academic data across campus, and a focus on community
engagement data is part of the next sequence of work. Additionally, we have new collective
bargaining contracts with the faculty, and this allows us the opportunity to negotiate community
engagement as a core component for faculty. These opportunities to integrate community
engagement into our standard operating procedures allow us to set a foundation for future
community engagement work. Structures and procedures will no longer serve as inhibitions, but
instead will support and strengthen our commitment to community engagement.

BGSU has a long community engagement history and I am pleased to be in a role that will help
to deepen and strengthen that legacy. I hope to achieve this through honoring and recognizing
our longstanding partnerships, initiating strategic and mutually beneficial partnerships,
establishing ambitious institutional expectations, examining and aligning our institutional
operations, and ensuring that each student has the opportunity to participate in an intentional
experiential learning path.

I greatly appreciate the opportunity to share our commitment to community engagement, my
personal leadership in that goal, and our promise of sustainability. We look forward to your
review of our application and anticipate your decision.

Regards,

Mary Ellen Mazey, Ph.D.
President
d. 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.

<table>
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<th>Document excerpt</th>
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| Annual Addresses/sppeches (word limit: 500):                                    | 2012 State of the University Address: Commitment to experiential learning with the comment, “the new BG Experience will incorporate an innovative general education program with majors that include experiential learning and capstone experiences”  
Additionally: “our centers [Centers of Excellence] are a showcase of what we do well and how we are serving our state, nation, and world...Our goal for these centers is to build collaborative teaching, research, and outreach programs that will foster BGSU’s recognition and reputation. A great example is the wide array of diverse, but interconnected research that BGSU is doing on Lake Erie and is highlighted in the newest BGSU Magazine...Unraveling the challenges facing Lake Erie helps protect this vital resource and it’s huge contribution to the regional and state economy”  
Highlighting key partnerships: “we were very excited to learn this week that the Northwest Ohio Center for Excellence in STEM Education at BGSU has been awarded more than $7 million from the National Science Foundation to fund a five-year project titled ‘iEvolve with STEM.’ Students in two school districts in grades three through eight will participate in research projects that will become the context for learning in all of their subjects ... not just in the sciences, but also in the social sciences, language arts, and the fine arts, as well as mathematics. This is an outstanding effort led by Dr. Bob Midden and demonstrates internal university collaboration as well as a partnership with the public school systems” (State of the University Address, 2012, retrieved from http://www.bgsu.edu/president/major-speeches-and-presentations/2012-state-of-the-university.html).  
2013 State of the University Address: Dr. Mazey highlighted one of the ten key issues to be addressed: “We must develop new partnerships. We are working on additional public-private partnerships such as the NorthStar Aviation to help drive extensive growth in our Aviation studies program. Changes in regulations and the pending retirements of a large number of pilots are creating a tremendous demand for new pilots. We must be part of meeting that need.”  
Dr. Mazey highlighted another key issue to be addressed: “Moving forward we must continue to build our unique ‘BG Experience’ by providing every student with the opportunity of a co-op, internship or some type of experiential learning. Service-learning and community service are important to preparing our students for their roles in society” (State of the University Address, 2013, retrieved from http://www.bgsu.edu/president/major-speeches-and- |
A recent BGSU article highlights the BG Flight Center partnership and President Mazey is quoted: “We are always looking for strategic collaborations that enhance our programs for our students...BG Flight Center’s willingness to modernize the fleet and improve the facility for the program is a perfect example of the strategic collaborations we are pursuing to provide optimal experiences for our students. Everyone benefits from this aviation partnership, from the students and the University, to the state and the region.” (http://www.bgsu.edu/news/2014/03/taking-flight.html)

Appearance “Higher Education Today” March of 2013 to share information specifically about campus-community partnerships. She highlights many of the partnerships previously mentioned. (Higher Education Today, 2013, retrieved from (http://www.youtube.com/watch?v=AH2qWUUJ7U8)

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<th>Published editorial (word limit: 500)</th>
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| Campus publications (word limit: 500) | In our main campus magazine called “BGSU Magazine” the Summer 2011 issue featured a profile of new President, Dr. Mary Ellen Mazey. The article highlights the same commitment and recognition of collaborations and partnerships to address the pressing issues of the university. The article stated, “For her, the solution must be found through new collaborations and partnerships that leverage BGSU’s traditional strengths and substantial resources. The idea is to find new synergies to ‘do more with less’ while continuing to add value to our students, the region and the state” (BGSU Magazine, 2011, p. 4, retrieved from http://issuu.com/bgsuflipbook/docs/bgsmag_sum11/1?e=1348517/2644636).

The regional partnership to save Lake Erie featured as the cover story in the Fall 2012 edition of the BGSU Magazine. The article summarizes the multiple layers of the partnership with state, local, and regional agencies, governments, and institutions, along with the variety of ways that undergraduate students, graduate students, faculty, and staff participate in the partnership to save Lake Erie. (BGSU Magazine, Fall 2012, retrieved from http://contentviewer.adobe.com/s/BGSU%20Magazine/7ffcc4388ce4c4b81b9364b83be421f/BGSU%20Magazine%20-%20Fall%202012/fall2012.html#page_7) |

| Other (word limit: 500) | (Word County 167) |
INSTITUTIONAL IDENTITY AND CULTURE
BGSU CARNEGIE COMMUNITY ENGAGEMENT CLASSIFICATION 2015
I.B.1.a. Does the campus have an institution-wide definition of community engagement (or of other related terminology, e.g., civic engagement, public engagement, public service, etc.)? Please identify the document or website where this appears and provide the definition

RESPONSE TEXT
BGSU does not have one institutional definition of community engagement, in part because community engagement, and a commitment to our mission to serve our region, the State, and beyond, has always been part of our identity and the fabric of our institutional life since our founding as a Normal school in 1910. Our role in our community as a mid-size regional public university has been to educate our citizens, providing high quality undergraduate/graduate educational experiences, to bring the power of our intellectual capacity and human resources to bear on critical community needs.

We believe that community engagement should be woven into our institution and not defined as a separate responsibility or special program. This reflects our very location placed within the boundaries of a small city, surrounded by rural communities, in the largest county in our state. We are 30 mins from one of the poorest cities in our country, linked by core highways to a region that faces significant economic, environmental, and social challenges. We can be most effective as a partner in our community by encouraging our colleges, departments, and programs, and our students, faculty and staff to apply their strengths and passions to fulfilling our mission to serve public purposes.

We have consistently demonstrated in written words and actions that we are committed to engagement with our many communities, public service, regional and economic development, and being a partner who can be relied upon to help build a shared vision and implement solutions. Two institutional definitions help frame our approaches to community engagement:

At BGSU, Scholarship of Engagement (SOE) is a method of engagement that “addresses critical community concerns, uses the expertise and insights of scholarship to help solve pressing public problems, and contributes to the public good. It does so in a true collaboration with community partners who help define the problem, develop plans to address it, and play an important role in assessment.” (2005). Report of Standards Committee on the Scholarship of Engagement (8/1/05),

Service-learning (SL) is guided by our definition adopted in 2006. Curriculum-based service-learning is a credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs, and (b) reflect on the service activity in such a way as to gain further understanding of curricular content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility. These frameworks have persisted as a touchstone for best practices in community based learning and partnerships. They emphasize that engagement should be based on reciprocity and mutual benefit, that community voice will be valued on our campus, and that our shared goal is the welfare of a diverse and democratic society. Service-Learning definition: http://www2.bgsu.edu/downloads/provostprograms/file112040.pdf

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**RESPONSE TEXT**

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<th>Document Excerpt</th>
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<td><strong>Mission or vision statement (word limit: 500)</strong></td>
<td><a href="http://www.bgsu.edu/strategic-plan/vision-mission-core-values.html">http://www.bgsu.edu/strategic-plan/vision-mission-core-values.html</a></td>
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<td>In our mission we outline that we strive to enhance the lives of not only our students, but “other stakeholders, and the many publics we serve...throughout our region, the State of Ohio, the nation, and the world.” Furthermore we articulate in our mission that we want to produce students “prepared for lives of engaged citizenship and leadership in a global society.” These values of community engagement are reinforced in our vision for the university, “In the spirit of innovation Bowling Green State University (BGSU) will be a national model for a premier learning community that develops, transforms, and impacts individuals and communities by shaping their futures through learning, discovery, and collaboration. BGSU will meet the educational, economic, and social challenges of our region, the State of Ohio, the nation and the world.” <em>(Word Count 132)</em></td>
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<td>Our university strategic plan for 2012-2013 included strategic goals related to community engagement. The first was to “build a diverse community &amp; culture of inclusion,” with the specific goal to, “work with the Bowling Green community to ensure appreciation and understanding for diversity.” The second was to “develop mutually beneficial relationships between all stakeholders” which included specific goals such as, “finalize the partnership [between Wood County Hospital and BGSU] for the construction of a new health center,” and “implement the visioning plan with the City of Bowling Green.” <em>(Word Count 88)</em></td>
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<td><strong>Accreditation/reaffirmation document/QEP (word limit: 500)</strong></td>
<td><a href="http://www2.bgsu.edu/offices/ir/HLC/AssuranceArgument.pdf">http://www2.bgsu.edu/offices/ir/HLC/AssuranceArgument.pdf</a></td>
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<td>Recently (2013), BGSU completed the Higher Learning Commission Accreditation and was successfully reaccredited. Within our argument for accreditation we highlighted that our mission demonstrated commitment to the public good (core component 1.D). Here is our response from core component 1.D.</td>
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“In 2007, the Chancellor of the Ohio Board of Regents (OBOR) was elevated to a governor-appointed cabinet position. It was also decided that greater coordination between the public institutions was needed and the University System of Ohio (USO) was announced. The USO formulated a mission statement and a series of metrics by which it would be evaluated. It also announced that each institution would identify Centers of Excellence. OBOR approval of centers submitted by each university followed the criteria used for Ohio Third Frontier funding. Later, non-Third Frontier groups were added and a Cultural and Social Transformation category after that. BGSU’s approach to Centers of Excellence was different than OBOR’s and was not tied directly to external funding capacity. Rather, the University chose to recognize centers where outreach to public was also a key component. The first center approved by the BGSU Board of Trustees was the Center of Excellence in the Arts, which recognized the unique collaboration between the School of Art, Department of Theatre & Film, and the College of Musical Arts. This was followed by the Center of Excellence in Health and Wellness Across the Lifespan, Center of Excellence for 21st Century Educator Preparation, and Center of Excellence in Developing Effective Business Organizations. The fifth and final center was the Center of Excellence in Sustainability and the Environment, which had aspects both of energy research and environmental sustainability. Engagement with the external community is included in both the mission statement and the strategic plan. Beyond the work in the Centers of Excellence, engagement is a priority of a number of research institutes and centers, including the Reading Center, Speech and Hearing Clinic, Center for Regional Development, and Office of Service Learning. BGSU also responds to the needs of The City of Bowling Green and surrounding communities. A recent example would be the Visioning Project where University and community leaders developed plans to address areas of mutual concern. BGSU and Wood County Hospital recently broke ground for the Falcon Health Center, a joint effort to replace Student Health Services and enhance the broader community. Additionally, many departments/schools and each of the Colleges have Advocate Boards, which serve to link the needs of the external community with the educational mission of the University.”

**Other (word limit: 500)**

**College Level Strategic plans, missions, vision statements**

BGSU’s commitment to community engagement is pervasive as supported by the mission, vision statements, and strategic plans of various colleges. Each college has adopted the University strategic goals and some have added additional strategies. Within vision statements economic development and social vitality were highlighted by two colleges. The College of Business Administration’s vision statement read, “The College of Business at Bowling Green State University will be a leader in developing talent and ideas that
drive economic and social vitality.” This commitment is articulated in the College of Technology vision, “The college will be a pioneer in innovation, and an effective driving force of economic development through applied research, engagement and partnerships in the region and beyond.” The College of Education and Human Development has promoted a more broadly defined vision, “The college is committed to developing a dynamic community of lifelong learners and leaders who celebrate the interconnections among individuals and disciplines in pursuit of improving society and the human condition.” Other colleges outlined commitment to community engagement within their mission statements. The College of Health and Human service’s mission, “to contribute to the improvement of the spectrum of health and human services in Northwest Ohio, the state of Ohio, and the nation through instructional programming, research, and community service.” Similarly the College of Arts and Sciences stated, “It is the mission of the College to foster liberal education, to encourage the generation of knowledge, and to contribute to the good of the community. The College promotes lifelong learning, research, creative activity, social and professional responsibility and growth.” These mission/ vision statements, and strategic goals demonstrate a commitment to engagement within the context of academic mission of each college. The Office of Service-Learning is the main university entity solely focused on curricular and co-curricular community engagement. Their Vision and Mission statements reflect this focus: Vision: The Office of Service-Learning provides leadership for the development of high impact curricular and co-curricular service-learning and civic engagement experiences that challenge students to be reflective and integrative learners. Our program prepares our graduates to engage others actively and effectively as well-informed and engaged citizens and civically minded professionals in a multicultural, global, and democratic society. Mission: 1) We envision each undergraduate and graduate student having access to a wide range of opportunities to participate in community-based learning through service-learning courses, co-ops and internships, learning communities, research experiences, public service, study abroad/study away, and co-curricular experiences including community service, immersion experiences, civic leadership programs, and student organizations focused on service. 2) We support faculty and staff members, and programs and departments across academic and student affairs, to infuse best practices in service-learning, community service, and civic engagement experiences. 3) We engage community partners to harness the resources of BGSU, our students’ creativity and energy, and the expertise and knowledge creation power of our faculty and staff members. We help build strong communities, and find solutions to critical social issues, extending our identity as a key community partner in our region, state, and nation.

(Word count 499)
INSTITUTIONAL IDENTITY AND CULTURE
BGSU CARNEGIE COMMUNITY ENGAGEMENT CLASSIFICATION 2015

I.B.2. Briefly discuss any significant changes in mission, planning, organizational structure, personnel, resource allocation, etc. related to community engagement etc., since the last classification (word limit: 500):

Higher education in the state of Ohio has changed significantly since our application in 2006. In 2007, the Ohio Board of Regents created the University System of Ohio. This shift had significant ramifications for the identity, organization, administration, and funding of BGSU. We had a change in Presidential leadership, an economic recession, and significant shifts in enrollment patterns. It has been a perfect storm! Key changes involved a shift to performance-funding formulas based on retention/graduation rates, new metrics to measure educational success in relation to state mandates, requirements to demonstrate impact on economic health and workforce development, and to expand regional and state economic partnerships. BGSU has defined five Centers of Excellence which feature experiential learning, partnerships, and community engagement: Developing Effective Business and Organizations, Health and Wellness across the Lifespan, the Arts, Sustainability and the Environment, and 21st Century Educator Preparation. Centers of Excellence http://www.bgsu.edu/coe.html

The period 2008 to 2011 brought many changes with an interim President, many shifts in senior academic leadership, the need to make significant budget cuts/re-allocations to meet external demands. We also invested in upgrading/modernizing multiple infrastructures to meet demands of the new State system and external environments. The Director of Engagement position reporting to the President, highlighted in our 2006 application, ceased to exist as the individual retired, with some of the functions devolving to units such as the OSL. There were other shifts in programs highlighted in our 2006 application as resources were reallocated and there was a need to focus our investments. The work of CITE, a center focused on educational reform and supported by a multi-year GEAR-UP grant continued embedded in EDHD. PCA which focused on campus-community partnership development did cease to exist with some of the functions transitioning to the OSL. The OSL, which evolved from PCA and CITE has persisted and over time has been the focus for new investment.

Lastly, the decision of BGSU faculty to enter into a collective bargaining agreement in 2010 has meant delays in advancing significant institutional initiatives until a contract was finalized in 2012. Even now as we are working through the administrative regulations resulting from the contract, there is great transition in our understanding of faculty workloads and faculty rewards and recognition.

While there have been shifts in the university level structure that supports community engagement, our current academic leadership has been investing in organizational and personnel changes targeted to strengthen and deepen our focus on high impact practices. We have remained a stalwart participant in AAC&U and our academic reform initiatives all flow from a commitment to experiential and community-based learning. Centers of Excellence http://www.bgsu.edu/coe.html

(Word Count 500)
INSTITUTIONAL IDENTITY AND CULTURE
BGSU CARNEGIE COMMUNITY ENGAGEMENT CLASSIFICATION 2015
I.B.3. Specify changes in executive leadership since classification and the implications of those changes for community engagement (word limit: 500):

RESPONSE TEXT

Significant changes in executive leadership have occurred. With each leadership change formal programming in community engagement has shifted, often in response to limited resources. However, each President has demonstrated a deep commitment and recognition of the fundamental importance of community engagement to the identity and success of the institution. In 2006, our application was the result of the commitment of our then President, Dr. Sidney Ribeau. From 1995-2008, with support from our Provost and Deans, he established an institution wide initiative focused on ‘Organizing for Engagement’. His commitment resulted in the creation of a cabinet position for community engagement, building on BGSU’s legacy of service to the community, the depth of faculty and staff connections to partnerships, and support from the Trustees. He put in place new units and programs focused on community engagement and allocated resources accordingly. He led a significant focus on creation of the BGeExperience, a first year engagement initiative.

Dr Ribeau moved to Howard University in 2008, and Dr Carol Cartwright was appointed as a one-year interim President. This was extended by two years as a response to the challenging economic situation and significant shifts in Ohio for public higher education. Dr. Cartwright previously served as the President of Kent State, and brought experience of leading a peer institution in Ohio. BGSU experienced considerable changes in academic leadership at the Provost/Vice Provost level from 2008-2012. Several individuals stayed for short periods, and/or were serving as interim appointments. There was instability at the College level with, at one time, four interim deans. During Dr Cartwright’s tenure, there was investment in a successful planning process called Charting our Future, and a process focused on reform of General Education. These initiatives showed great promise, and many of the recommendations have persisted, but their overall impact was overshadowed by the significant external challenges experienced during this period, undercutting the resources available for investment.

Our current President Dr. Mary Ellen Mazey was appointed in 2011. Dr. Mazey has significant background in community engagement having served as the founding director of the Center for Urban and Public Affairs at Wright State University and as Director of the Office of University Partnerships for the U.S. Department of Housing and Urban Development. Our Provost, Dr. Rodney Rogers, served as our Dean of the College of Business, and became Provost in January 2013, having served as an interim for one semester. Since 11-12, we have seen stability in our leadership, as Dr. Mazey and Provost Rogers have built a team of Vice-Presidents, Vice-Provost’s, and Deans. In the Provosts area, the Vice-Provost for Academic Affairs, Dr. Sue Houston, is developing a reporting structure that is bringing departments and programs associated with high impact practices and undergraduate education into one network to better align our reform efforts in areas such as general education and experiential learning. We are in the midst of the re-organization process, and our work on this application serves as an opportunity to be self-reflective in preparation for renewed investment in community engagement.

(Word Count 499)
INSTITUTIONAL COMMITMENT
BGSU CARNEGIE COMMUNITY ENGAGEMENT CLASSIFICATION 2015
I.C.1. As evidence for your earlier classification, you provided a description of the campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement and you reported how it is staffed, how it is funded, and where it reported to. For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. Provide any relevant links that support the narrative. (Word limit: 500)

In 2006, the Organizing for Engagement initiative at BGSU was led by the Director for Engagement/ Vice President for Executive Communication, a direct report in the Office of the President. At that time leadership for community engagement was also provided by Partnerships for Community Action (PCA) and the Center for Innovative and Transformative Education (CITE) units funded by the President’s office. The Office of Service-Learning (OSL) was established in 2006, and the Associate Director of PCA moved to becoming its founding Director, reporting initially to the Provost and the Dean of Arts and Sciences, and subsequently to the Vice Provost for Academic Affairs. After the departure of President Ribeau in 2008, and as a consequence of financial challenges, there were changes in the units and personnel identified in our 2006 application.

The OSL has served as the main campus wide coordinating office for community engagement activities with a curricular, and increasingly a co-curricular component as student affairs transitioned this function to OSL. The OSL has grown steadily since 2007, expanding staffing, funding and programs. The OSL reports directly to the Vice-Provost for Academic Affairs. It has a full time Director with a PhD in Higher Education Administration. A full-time Associate Director position to extend work with faculty members and curricular programs was funded in 2013, and will begin work June 2014. Staffing includes a Secretary who became full-time 3 years ago, and two MA and one PhD level graduate assistants from the Higher Education and Student Affairs program at BGSU. OSL has also hosted AmeriCorps members, as part of a community based AmeriCorps program managed by the OSL director, as well as student employees, student interns, and student volunteers.

A review of the OSL budget over time would reveal an entrepreneurial approach to partnership opportunities resulting in investments in programs and people based on program effectiveness. In 2009, the Director of OSL built a relationship with our University Bookstore and College of Arts and Sciences, securing the transition and redesign of a student scholarship program to support what became the Civic Action Leaders Program. This three year undergraduate scholarship program currently supports six students who serve in OSL and provide leadership for student lead community based service and learning. We also re-purposed internal endowment funds from the University Bookstore to support annual grants for faculty members developing service-learning courses.

In the trajectory of community engagement at BGSU, the OSL has been an entrepreneurial and adaptable unit who has maintained a mission focus and found ways to build programs with the resources available. With the advent of our new executive leadership team in 2011 we have already seen significant expansion and institutionalization of resources. For 12- 13 internal allocations provided $374,000 to support our program. In 14-15, OSL is scheduled for Program Review in preparation for our upcoming capital campaign.

(Word Count 469)
I.C.2.a. As evidence provided for your earlier classification, you described internal budgetary allocations dedicated to supporting institutional engagement with community. For re-classification, describe what has changed, if anything, with the internal budgetary allocations since the last classification. (Word limit: 500)

In 2006 we reported approximately $843,000 annually was dedicated to institutional engagement with community. In 2012-2013, BGSU allocated approximately $3.9 million to support institutional engagement with community. This included infrastructure support for offices and centers such as the Office of Service-Learning ($374,000), Center for Regional Development (CRD) ($241,000), and University Outreach ($750,000). This figure also included faculty fellow awards and internal incentive grants provided by a variety of sources such as the College of Health and Human Services, School of Art, Ethnic and Cultural Arts Program, and the CRD. Our figure also includes programs and activities taking place within colleges, schools, departments, centers, learning communities, and non-academic units that supported engagement with community.

When reviewing our internal allocations, three major changes were apparent since our 2006 application. First, the University System of Ohio has established key metrics for Ohio universities which are heavily focused on economic development and research, and support for Internships and CO-OP experiences. In 2006 we did not capture investments in activities in these areas of community partnerships. In 2006 we did not collect financial data at the program/activity level and only presented information about the centralized coordinating unit. A positive result of this application process is that we documented more extensively areas of internal investment at the program/activity level. This revealed a lot more university resources dedicated to engagement with the community than we had initially anticipated. We will use the lessons learned from the data collection process to inform annual budget reporting.

Finally, our pattern of internal budgetary allocations for programs and activities align with our Centers of Excellence, reflecting our core areas of engagement with the community. The only exception is that we also have significant internal budgetary allocations devoted to programs and activities that we categorized as civic engagement and diversity and inclusion. Examples would include scholarship programs with community engagement requirements, learning communities with community service and service-learning requirements, and community partnerships focused on addressing issues of diversity and inclusion.

WORD COUNT: 340
I.C.2.b. As evidence provided for your earlier classification, you described external budgetary allocations dedicated to supporting institutional engagement with community. For re-classification, describe what has changed, if anything, with the external budgetary allocations since the last classification. (Word limit: 500)

In the current fiscal climate of higher education in the nation and especially the State of Ohio, external assistance for community engagement has been absolutely essential for BGSU. We have been successful at leveraging external contributions to advance meaningful community engagement partnerships and outreach. In 2012-2013, approximately $4.85 million in external budgetary allocations supported our community engagement activities. The majority of allocations came from national, state, and local government agencies (approximately $3.23 million) and the rest from client contributions to subsidized services (approximately $438,000), private gifts (approximately $943,000), corporations (approximately $147,000), and local organizations (approximately $87,500).

We chose to include client contributions to subsidized services reflecting the Universities ability to provide low cost/free services to address critical needs in our community and region. These services stem from expertise and personnel availability in units such as the Speech and Hearing Clinic, Institute for Psychological Research and Application, Martha Gesling Weber reading Center, and evaluation and assessment services provided by our Center for Assessment and Evaluation.

In our last application, we highlighted $50,000 allocated to support grants for faculty, staff, and students to establish university-community partnerships and these funds no longer exist. However, the BGSU Foundation allocated $35,000 in FY13 for seed grants awarded to community organizations such as the Black Swamp Arts Festival, the Diamante Northwest Ohio Latino Scholarship Awards, STEM in the Park, Toledo Public Schools Foundation scholarships, and the Wood County Independence Day Celebration. In 2006, we also highlighted that the university’s auxiliary Bookstore division had allocated $100,000 annually in non-state funds to support Undergraduate Engagement Scholarships. This funding continues today and we count it as an internal contribution.

WORD COUNT: 273
Yes. Under new presidential and division of University Advancement leadership, we are preparing to enter the quiet phase of a comprehensive campaign beginning July 1, 2014. Fundraisers and volunteers will continue to work with private donors, corporations and foundations to secure new funds for campaign priorities centered on community engagement, student leadership, and experiential learning. Currently, we raise funds for more than 30 community-related programs spanning living-learning residential communities, service- and leadership-based scholarships, lecture series, special events, and community education. The two largest community-service related scholarship programs (President’s Leadership Academy and Alumni Laureate Scholars) provide support to more than 130 students annually. In addition, the BGSU Foundation allocated $35,000 in FY13 for seed grants awarded to community organizations such as the Black Swamp Arts Festival, the Diamante Northwest Ohio Latino Scholarship Awards, STEM in the Park, Toledo Public Schools Foundation scholarships, and the Wood County Independence Day Celebration. Since our last application and with University Advancement support, BGSU students have initiated two fundraising campaigns. The HOPE Campaign allows our student phonathon callers to choose a community-based non-profit to support each semester with their own gifts. The Student Legacy Campaign is a comprehensive student philanthropy effort that helps students learn about philanthropy and fundraising, as well as find their passion through financial support of BGSU funds, including those that support community engagement and service programs. In its first year, it raised more than $30,000.
I.C.2.d. In what ways does the institution invest its financial resources externally in the community for purposes of community engagement and community development? Describe the source of funding, the percentage of campus budget or dollar amount, and how it is used. Provide relevant links related to the results of the investments, if available. (Word limit: 500)

We do not currently track these kinds of investments in a systematic manner since the programs are highly decentralized. However, we do have three examples that have directly impacted community partners.

Office of Sustainability: When you Move Out Don’t Throw it Out (WYMO)
This is a waste reduction program that happens at the end of each year. WYMO, now entering its 12th year at BGSU is an end of year collection program of donations from residential students and the community of all things that are still usable. This includes everything from non-perishable food to clothing, personal items, cleaning supplies, electronics, furniture, bedding, toys/games, sports equipment, books/school supplies and much more. All items are taken to a central collection site and sorted by another core of volunteers, over the course of a couple of weeks. Items are distributed to over 3 dozen different charities, food banks, and shelters through a schedule where representatives of the groups come and pick up what they need. Literally, tons of items are distributed. The estimate of donated items from the April/May, 2013 program is approximately 11 tons total, which is a conservative estimate. A two-fold purpose is achieved: reduction of waste across the university and community, and assistance to those organizations and individuals in need.

Campus Operation: Our Campus Operations area maintains a warehouse of furniture and supplies available for campus units to ‘shop’! In the past, they have provided donations of remainder furniture to the Habitat for Humanity Wood County Inc., Restore to support issues of homelessness in our community.

Information Technology Services: Used desktops systems and tablets have been donated via the Office of Service-Learning to support service-programs with the Wood County Committee on Aging, and an agency working with Latino families in Toledo.
http://www2.bgsu.edu/offices/mc/features/2013/10/technology_bonds.html

Office of Residence Life: Recently donated eight bedrooms of furniture from residence halls being re-furbished to the Children’s resource Center’s youth Residential Unit.

WORD COUNT: 290
INSTITUTIONAL COMMITMENT – DOCUMENTATION AND ASSESSMENT

I.C.3.a How does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community? Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are 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. (Word limit: 500)

Engagement with community is decentralized at BGSU, with documentation functions located in offices focused on community engagement but also individual academic and program units. Mechanisms for gathering, managing, and disseminating data vary based on the focus, staffing, and demands in each area. An environmental scan of our campus would reveal a series of core areas where tracking and documentation activities take place in areas, programs, and partnerships. For example, health and human service agencies, education based organizations, non-profit partners, business and economic development groups, arts based organizations, employers, regional partners, governmental and non-governmental organizations and networks. There may often be an overlap in data, but this reflects the multi-layers of relationship between BGSU and our many communities.

Tracking often mirrors programmatic activities such as internships, field placements, professional development, participation in advisory boards, outreach programs, grants and consultation, and public events. For example, in the College of Health and Human Services there is an Associate Dean with community engagement as an aspect of her portfolio. She monitors community engagement within the College and reports data via the annual Strategic Plan submitted to the Provost. Several networks are convened based on this data, and in turn these networks provide an assessment of programs and services. For example, work with the Re-Entry Coalition based in the Criminal Justice program has resulted in comprehensive data about programs and services in the community and on-campus, and this data has then be used for community education, professional development for providers, and focusing courses and research on campus. In the Arts, the Arts Roundtable meets monthly and maintains a database of arts based programming and partnerships. This data has been used as part of recent assessments of the economic impact of the arts in northwest Ohio. The Center for Regional Development tracks and monitors their work with the local business community and with regional and state government/non-governmental organizations. Their data is reported via the Vice-President for Research and Economic Development.

The Office of Service-Learning has been building a comprehensive database of non-profit and community based agencies in the region since 2007. The data is used for outreach, partnership development, and assessment of programs and activities. The recent BGSU-City of BG visioning process involved mapping BGSU’s community engagement relationships locally. A basic survey was conducted by the Center for Assessment and Evaluation in spring 2013. A comprehensive survey has not been conducted since our last Carnegie application. As a result OSL/Office of the Provost appointed two Faculty Associates from public administration in fall 2013 to conduct a review of campus community partnership activities. Their scope of work is to map existing partnerships, asses their current nature and effectiveness, solicit feedback from community partners about their relationships with BGSU, and, based on review of best practices, make recommendations for a community partner assessment plan for BGSU to be implemented by OSL on a regular basis. They are currently assessing a first round of data, and we plan to pilot a new mechanism during 14-15.

(Word count 494)
3.b. Mechanisms used for systematic campus-wide assessment and measurement of the impact on institutional engagement.

BGSU is in the process of creating institutional infrastructures (policies & procedures, technological, personnel and support staff, etc.) to support the systematic assessment of campus-wide engagement activities that impact students, faculty, and the community. BGSU, for example, has adopted Digital Measures (DM) as a tool for online faculty activity reporting. DM is currently being adapted by BGSU to capture engagement activities of faculty in a systemic manner. BGSU is also developing an infrastructure to systemically capture assessment and measure the impact on of community engagement activities on BGSU and community partners.

BGSU has made recent advances in creating an institutional infrastructure to capture assessment and measurement data of student learning outcomes at BGSU. BGSU has several learning outcomes related to community engagement including, but not limited to, the “active engagement in some activity, including shared effort, understanding others’ points of view, the lively exchange of ideas, compromise, and contributing to the groups project” and “engaging communities as a participant and leader using civic and professional knowledge as a basis for values-driven action”. Two measures on the impact of community engagement activities on students are currently being used or in development at BGSU.

First, BGSU has utilized the National Survey of Student Engagement (NSSE) as an indirect measure of the impact on institutional engagement since 2000. BGSU’s Office of Institutional Research (IR) collaborates with Indiana University, Bloomington to gather data and IR distributes NSSE results via their office website (see http://www2.bgsu.edu/offices/ir/page18621.html). NSSE data is gathered on a two-year cycle, the last data was collected in 2013 from first-year and senior students at BGSU. Data is used by a variety of departments and units at BGSU, including Student Affairs (ex. First-Year Programs) and Academic Affairs (ex. General Studies Writing) to inform new programmatic, curricular, co-curricular, student services, and assessment initiatives and guide discussions related to institutional engagement at BGSU.

BGSU has also been working on an initiative, since 2011, to develop campus-wide rubrics for assessing student learning outcomes. BGSU faculty and co-curricular personnel have been engaged in a project to revise and utilize the Association of American Colleges and Universities (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics. The project supports BGSU faculty and co-curricular personnel as they modify and pilot the use of AAC&U VALUE rubrics and rubrics are evaluated by a small group of BGSU students. Finalized rubrics will be entered into the new Learning Management System (LMS) at BGSU and serve as an electronic tool for the direct assessment of BGSU student learning outcomes, including community engagement, in any BGSU curricular and co-curricular course. The BGSU rubric for Community Engagement, based on related AAC&U VALUE rubrics, is slated for revision starting summer 2014 for implementation late fall 2014. Once the rubric for community engagement is finalized and used, data can be pulled from the LMS at any time by the Office of Academic Assessment to inform new programmatic, curricular, co-curricular, student services, and assessment initiatives and guide discussions related to community engagement at BGSU.

(Word Count: 497)
BGSU is in the process of developing or has in progress several initiatives to systemically measure and assess the impact of community engagement on students, faculty, and the community (see 3.b.). The implementation and use of Digital Measures and the development of a more sophisticated mechanism for reporting and assessing the effectiveness of university and community partnerships at BGSU will assist in the systemic collection and use of data on community engagement related to faculty and community partners.

The development of campus-wide assessment rubrics for student learning and community engagement at BGSU will provide a mechanism to evaluate the impact on student learning resulting from community engagement. Results from the NSSE have also provided some key findings regarding the campus-wide assessment and measurement of community engagement. One primary finding from NSSE data indicates that first-year and senior students at BGSU are as likely or more likely to report participation in community engagement activities than their peers at other institutions.

Prior to the 2013 administration of the NSSE (the NSSE was revised for the 2013 administration), there was one question that asked students how often community-based projects were assigned as a component of a regular course. NSSE results from 2007, 2009, and 2011, indicate that between 21-24% of first-year and 19-23% of seniors at BGSU stated that they were “often” or “very often” required complete a community-based projects as a component of a regular course. Comparatively, between 12-14% of first-year and 16-17% of seniors at peer institutions indicated that they were “often” or “very often” required to complete community-based projects as a component of a regular course.

As with previous iterations of the NSSE, there are several items related to community engagement on the revised NSSE. Findings from NSSE 2013 indicate that 64% of BGSU freshmen participated in at least one high-impact practice, including service learning, as opposed to 55% of freshmen at institutions of selected peers. Of the seniors that completed the NSSE, 89% of them reported that they engaged in at least one-high impact practice, including service learning as opposed to 84% of seniors at institutions of selected peers. First-year students and seniors at BGSU were 9% and 5% points higher, respectively, than those at peer institutions to site that they had at least “some” courses that have included a community-based project. Specifically, 55% of first-year and 65% of seniors at BGSU indicated that ‘at least some’ of their courses included a community-based service-learning project on the 2013 NSSE.

These data indicate that, over time, BGSU students participated in community engagement activities at a higher frequency than students at other institutions. This institutional finding is also supported by the ongoing participation and development of curricular, co-curricular, and professional development activities regarding community engagement at BGSU. BGSU is currently piloting the use of the Global Perspectives Inventory, a national assessment, with all students participating in study abroad to evaluate the impact of community engagement.
INSTITUTIONAL COMMITMENT – DOCUMENTATION AND ASSESSMENT
CARNegie COMMUNITY ENGAGEMENT CLASSIFICATION 2015

I.C.3.d. IMPACT ON STUDENTS - Describe one key finding from current data and indicate how you arrived at this finding (word limit: 500):

There are many direct and indirect ways in which BGSU students are impacted by community engagement activities at BGSU. The number of faculty offering courses with a community engagement component at BGSU has risen as a result of learning communities and professional development since 2006. The result of an increase in the number of community engagement courses being offered at BGSU explains the increased frequency of student participation in community engagement activities (see 3.c.). While the frequency of student participation in community engagement activities is an important finding, the quality of the students’ educational experience at BGSU regarding community engagement activities is also important.

One item on the version of the NSSE administered before 2013, for example, asked students to what degree experiences at BGSU impacted their knowledge, skills, and professional development about contributing to the welfare of their community. NSSE results from 2007, 2009, and 2011, indicate that between 37-46% of first-year and 39-41% of seniors stated that BGSU contributed “quite a bit” or “very much” to their knowledge, skills, and professional development about contributing to the welfare of their community.

While the 2013 NSSE provides insight regarding the impact on students as a result of their participation in engagement activities, the new student assessment rubrics (detailed in 3.b.) will provide a campus-wide mechanism to gather assessment data about the quality of the impact of curricular and co-curricular community engagement experiences on BGSU students.

The OSL/Office of the Provost appointed a Faculty Associate from the Department of Higher Education and Student Affairs in fall 2013. In conjunction with a doctoral assistant, he will be conducting a review of the Service-Learning Course Survey, which is administered every semester to students registered for a service-learning course. He will also be reviewing best practices in the field and making recommendations for a new assessment plan for student learning in community engagement experiences, and piloting proposed elements in 14-15. He will also work with the development of the new student assessment rubric for Engagement. Faculty members who have participated in our learning communities will help review and pilot the proposed instruments and processes. The new Associate Director of OSL scheduled to begin work in June 2014 will then build new professional development activities for SL faculty members to help them incorporate new student learning assessment strategies into their course designs.

(Word Count: 387)
RESPONSE TEXT
As has been indicated in previous sections BGSU does not have a systematic campus wide mechanism for assessment of the impact of community engagement activities on faculty members. Relevant data is captured at the Department, or College level depending on the priorities of that unit. As part of our last application, we cited an assessment process that helped create a benchmark, but that system was not maintained as a result of campus wide investments in new data and technology systems. For the last two years we have been focused on the process of collective bargaining, the development of a contract, and now the administrative polices and procedures which flow from that contract. This work has required significant focus of time and resources, so the environment has not been conducive to developing additional mechanisms that are relevant to our new landscape. Our new leadership team did contract with the Collaborative on Academic Careers in Higher Education at the Harvard Graduate School of Education, and their COACHE Faculty job Satisfaction Survey in 12-13 as part of data gathering strategies in general related to faculty members and their experiences. Some results relate to the climate for community engagement. In the data related to tenure and promotion, we showed strength in the clarity of expectations regarding the variables of ‘Campus Citizen’ and ‘Community Member.’

A key focus of the investments since 2011 has been in academic assessment. The Director of Academic Assessment is providing leadership for teams working on a range of new approaches to assessment. BGSU has identified Digital Measures as the new mechanism for Faculty Activity Reporting and we are currently building the portal for BGSU. We have been conducting research with other institutions currently using Digital Measures who include items relevant to community engagement to determine how best to design our system. Digital Measures will be in place by AY 2015 and all faculty members will be required to use the system for annual activity reporting. The Director of Academic Assessment and Director of OSL will collaborate on creating a reporting and dissemination cycle for the data related to community engagement once the system is in placement. The data will also support design and delivery of professional development programs.


(Word County 368)
BGSU does not have a mechanism for ongoing, regularly conducted assessment of the impact of community engagement on the community. Our approach to community engagement is decentralized, and so assessment of impact is found at the unit or college level and in the assessment of programs and projects, particularly those funded by grants or tied to Centers with a focus on community based programs.

The Office of Service-Learning has been building a comprehensive database of non-profit and community based agencies in the region since 2007. The data is used for outreach, partnership development, and assessment of programs and activities. The recent BGSU-City of BG visioning process involved mapping BGSU’s community engagement relationships locally. A basic survey was conducted by the Center for Assessment and Evaluation in spring 2013. A comprehensive survey has not been conducted since our last Carnegie application. As a result OSL/Office of the Provost appointed two Faculty Associates from public administration in fall 2013 to conduct a review of campus community partnership activities. Their scope of work is to map existing partnerships, assess their current nature and effectiveness, solicit feedback from community partners about their relationships with BGSU, and, based on review of best practices, make recommendations for a community partner assessment plan for BGSU to be implemented by OSL on a regular basis. They are currently assessing a first round of data, and we plan to pilot a new mechanism during 14-15.

(Word Count 236)
BGSU does not have a mechanism for ongoing, regularly conducted impact assessment of community engagement on an institution-wide level. Since our approach to community engagement is decentralized, assessment of impact is found at the unit or college level, based on the programmatic initiatives and outcomes established for that area. All Colleges complete an annual Strategic Plan where they define their core strategies designed to support the achievement of the BGSU University Defined Strategies for the year, and for the 5-year planning cycle. They are also required to respond to a Scorecard of Key Measures that relates to the Key Measures established by the State University System of Ohio. Community engagement, per se is not defined as one of the key measures for the University System of Ohio, although there are Key Measures related to Economic Development and Research, Access and Success, and Student Achievement, among others.

For the 12-13 Strategic Planning and Assessment reporting cycle, the Key Measures assessment in each required reporting area was based on collegiate level metrics developed by the Deans Council, reflecting our decentralized system. BGSU has focused its attention on developing reporting mechanisms to meet state mandates, which is demonstrated by the prioritization of community engagement activities that affect economic and regional development, and workforce development and internships.

The strategic planning system becomes the focus for assessment of institutional impact at BGSU. An example, from our College of Health and Human Services, highlights how community engagement priorities have been incorporated at the College level. The CHHS has customized their Strategic Plan to link defined Strategic Goals related to community engagement into their Action Plan, and subsequently as a strategy for achieving elements of the Scorecard for Key Measures. In their 12-13 plans, they identified three Action Items for Community Engagement:

1. Increase Speech and Hearing Clinic visibility, reputation in community; increase clinic patient census; increase number of clinic contracts; promote, expand development of specialty clinics (autism, reading, organization, writing); maintain adequate staffing, infrastructure to support goals, necessities.
2. Provide space and start-up funds for the Criminal Justice Reentry Resource Center, part of the Wood County Reentry Coalition (highlighted on our Partnership Grid).
3. Faculty within the Gerontology Program will continue to work directly with staff from the Wood County Committee On Aging to provide evidence-based programs and services for older adults under a 10 year Joint-Use Agreement. (Highlighted on our Partnership Grid). For each of these strategic commitments they conduct regular assessments and use the impact data to guide planning, resource allocation, curriculum, research.
INSTITUTIONAL COMMITMENT - PROFESSIONAL DEVELOPMENT
CARNegie COMMUNITY ENGAGEMENT CLASSIFICATION 2015
I.C.4. As evidence provided for your earlier classification, you described the ways the institution offers professional development support for faculty, staff, and/or community partners who are involved with campus-community engagement. For re-classification, describe what has changed, if anything, with professional development for community engagement. How has the content, program, approaches, or audience changed since the last Carnegie classification? What have been the results? (Word limit: 500)

RESPONSE TEXT
The Office of Service-Learning is the main unit providing professional development (PD) support for community engagement (CE). Entities such as PCA/CITE, and interim Director of Faculty Professional Development for SOE also provided PD for CE. With their elimination in 2009, their activities were incorporated into OSL. OSL programs are integrated with the Center for Teaching and Learning, reinforcing a central structure for faculty development. New investment in 2014 in the Center for Faculty Excellence (CFE) will expand this partnership. All OSL programs are advertised to all on-campus constituency groups and community partners and we prioritize issues of accessibility/relevance in our program planning. We ensure free parking for community partners coming to campus for programs, and deliver programs directly in the community for partner networks and agencies.

The core PD structure for OSL has been the Service-Learning Faculty Learning Community (SLFLC) facilitated by the OSL Director. This is a 2-year cohort model where faculty members spend a year immersed in a curriculum focused on best practices in SL and campus-community partnerships. We also promote opportunities for, and best practices in, SoTL and SOE. The interdisciplinary cohorts meet bi-weekly and work on course re-design, with a commitment to teach at least one new SL course during year two. The cohort meets once a month in year two creating a peer support group and strengthening the connection with OSL. There are always two-cohorts in operation, and previous cohort members frequently present and act as mentors for current SLFLC members. We have had 68 faculty members complete the program as part of seven cohorts. SLFLC members receive $500 in PD funds from CFE in year one. In year two they receive a $3000 grant to support course based activities. We require that at least $500 of the grant be used to impact the community partner/s. These funds support costs such as purchase of equipment for course activities, support for agency staff to come to campus or offer trainings, production of materials for agencies, student project presentations, etc. Graduate instructors were added to our SLFLC in 12-13 as part of our commitment to future faculty development.

OSL offers workshops including an Introduction to SL & CE Best Practices, the Faculty Focus Series where SLFLC members present on their SL courses, and the Community Partnership Series which brings community partners to campus to talk about their work and possibilities for partnerships. OSL also hosts an annual workshop open to all constituencies, examples included speakers such as Jeff Howard, regional Ohio Campus Compact conferences, and a regional Imagining America convening with a Graduate Student workshop.

The Director of OSL focuses on consultations with faculty members, departments, and community partners at various stages of work in CE. Annually, we offer a workshop for community partners connected to our Volunteer and Partnership Fair. Our Civic Action Leaders
and Graduate Students offer workshops/consultations to students/student organizations related to effective co-curricular CE and partnerships. In 12-13, 62 faculty members participated in our PD programs and 246 partners participated in our events/programs.

(Word Count 500)
I.C.5. Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty with expertise in and commitment to community engagement? Describe (word limit: 500):

No. While BGSU values the hiring of faculty with expertise in and commitment to community engagement, the policies and practices that guide the institutional search and recruitment process of new faculty at BGSU is guided by the Office of Equity and Diversity and the Office of Human Resources. The focus of these offices is on governing federal and state policies and practices concerning the hiring of new faculty.

Identifying and defining characteristics, requirements, and necessary experiences for faculty positions at BGSU are therefore decentralized. Individual colleges and academic units at BGSU actively construct their own position descriptions and requirements—which would include describing any requirements for faculty expertise in and commitment to community engagement. While many colleges and academic units value faculty candidates with expertise and commitment to community engagement, some colleges and academic units may define specific requirements or experiences seeking faculty with expertise and a commitment to community engagement. Those colleges and academic units that contain applied disciplines or professions that have a long history of community engagement, such as academic units within the College of Education and Human Development and the College of Health and Human Services, may identify specific community engagement requirements or experiences. Educator preparation programs which encompass multiple academic units in the College of Education and Human Development and the College of Musical Arts, require that faculty have at least three years of experience within K-12 or related learning environments. This experience requirement, while it may be directly related to faculty experiences within an academic discipline, like high school mathematics for example, may also be valued as evidence in the faculty candidate’s ability to facilitate future collaborations and partnership between BGSU and K-12 learning environments.

(Word Count: 284)
I.C.6. In the period since your successful classification, what, if anything, has changed in terms of institutional policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? (Word limit: 500)

The Report of Standards Committee on the Scholarship of Engagement dated August 1, 2005 outlined suggestions for institutional policies to guide promotion and tenure documents at BGSU. In 2006, all academic units at BGSU were required to revise tenure and promotion documents to incorporate the Scholarship of Engagement as per the 2005 report. All revised tenure and promotion documents were approved at the institutional level by the Provost’s Office and implemented for use starting in 2007.

BGSU has a decentralized system for the tenure and promotion of faculty. Policies guiding tenure and promotion at BGSU are developed at the local, or at the academic unit level, as are the evaluation and implementation of the application for tenure and promotion. Scholarship of Engagement language may be embedded throughout an academic unit’s tenure and promotion documents or it may be highlighted only in the scholarship section of the documents.

Since all specific guidelines regarding tenure and promotion are developed at the department/school tenuring unit level, there are few institutional-level documents outlining specific recommendations for scholarly work. Although there is a long history of Scholarship of Engagement at BGSU the delineation of policies that specifically reward faculty within just one area of faculty work, like scholarship, do not occur at the institutional level. As it is interpreted and implemented at BGSU, the Scholarship of Engagement is a method and approach that can be utilized to accomplish the scope of faculty work including teaching, scholarship, and service.

The unionization of BGSU faculty in 2013 and a new collective bargaining agreement have prompted minor revisions in the tenure and promotion documents and policies, especially as they relate to non-tenure track faculty. However, these modifications to tenure and promotion documents and policies have not changed policies related to the Scholarship of Engagement nor the decentralized system for tenure and promotion at BGSU.

(Word Count: 284)
INSTITUTIONAL COMMITMENT – FACULTY ROLES AND REWARDS
CARNEGIE COMMUNITY ENGAGEMENT CLASSIFICATION 2015

I.C.7. Is there an institution-wide definition of faculty scholarly work that uses community-engaged approaches and methods? Please describe and identify the policy (or other) document(s) where this appears and provide the definition. (Word limit: 500)

No. BGSU has adopted the Scholarship of Engagement as an institution wide definition of faculty scholarly work that uses community-engaged approaches and methods. As defined in Report of Standards Committee on the Scholarship of Engagement (8/1/05), the Scholarship of Engagement is defined as a method of engagement that “addresses critical community concerns, uses the expertise and insights of scholarship to help solve pressing public problems, and contributes to the public good. It does so in a true collaboration with community partners who help define the problem, develop plans to address it, and play an important role in assessment. These collaborations are two-way streets in which University-based scholars and community partners contribute equally – if in different ways – to the project and learn from one another” (p. 3).

(Word Count: 125)
I.C.8. Are there institutional level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? If needed, use this space to describe the context for policies rewarding community engaged scholarly work (word limit: 500):

No. BGSU does not have institutional level policies for promotion that specifically reward faculty for scholarly work that uses community-engaged approaches and methods. However, BGSU adopted the Scholarship of Engagement as a method and approach to be utilized within the scope of faculty work including teaching, scholarship, and service (see response to question 6). In 2006, BGSU commissioned a report on the standards for Scholarship of Engagement and that report informed policies developed by academic units and went into effect 2007. The mandate to incorporate the Scholarship of Engagement as a framework for scholarly work within all academic units illustrates BGSU’s commitment, at an institutional level, to reward faculty scholarly work that utilizes community-engaged approaches and methods (see response to question 10).

(Word Count: 121)
Yes. The Scholarship of Engagement, as it is actualized at BGSU, is a method and approach that can be utilized to accomplish the scope of faculty work including teaching, scholarship, and service (see response to question 6). While tenure and promotion documents at the institutional level do not specifically reward or delineate Scholarship of Engagement from other forms of teaching, there is a historic depth of utilizing this method for instruction at this institution. There is a strong record of rewarding faculty via promotion and tenure of those that taught courses containing community engagement as a course component.

A review of faculty who were promoted in 2013 illustrates that academic unit tenure and promotion policies rewarded those that utilized the Scholarship of Engagement as an instructional method. Of the 19 faculty members promoted to full professor, 42% taught courses that had a community engagement component. Of the 22 faculty members promoted to associate professor in the same year, 40% taught courses that had a community engagement component. 33% of the 3 faculty members promoted to senior lecturer taught courses that had a community engagement component. And of the 6 faculty members who were promoted to lecturer, 50% taught courses that had a community engagement component. Overall, of the 50 faculty members promoted, approximately half (46%) taught courses that had a community engagement component.

The faculty promoted, by rank, in 2013 that taught courses with a community engagement component illustrates an institutional commitment to rewarding faculty for using Scholarship of Engagement methodology as a form of teaching and learning.

(Word Count: 257)
Yes. The Scholarship of Engagement, as it is actualized at BGSU, is a method and approach that can be utilized to accomplish the scope of faculty work including teaching, scholarship, and service (see response to question 6). Tenure and promotion documents at BGSU do not specifically reward or delineate Scholarship of Engagement from other forms of scholarly work. BGSU has a historical record of rewarding faculty (via promotion) who utilized the Scholarship of Engagement as a method, or framework, for their scholarship since 2007.

A review of faculty who were promoted in 2013 illustrates that tenure and promotion policies at the academic unit rewarded those that utilized the Scholarship of Engagement as a framework for scholarship. Of the 50 faculty members promoted in 2013, approximately 14% were promoted (3 to full professor, 3 to associate, and 1 to senior lecturer) with submitted Scholarship of Engagement materials related to their scholarly work for promotion consideration. Two faculty members, who obtained tenure and promotion utilizing the framework of Scholarship of Engagement for scholarly work, are highlighted below.

Dr. Nancy Orel was promoted to full professor in 2013. Dr. Orel, a Gerontology faculty member within the Department of Human Services, utilized the Scholarship of Engagement framework and was rewarded for her scholarship via tenure and promotion. Dr. Orel’s scholarship has encompassed a record of publications concerning community needs assessment and education---bringing to the forefront issues and challenges facing traditionally overlooked populations. In a support letter nominating Dr. Orel for the 2010 Thomas Ehrlich Faculty Award for Service-Learning, BGSU’s President Cartwright described her scholarly work as being “about and for the community.” Dr. Orel’s scholarship was not only rewarded by BGSU through the tenure and promotion process, but was recognized by peers within her discipline and the larger community, including being one of four finalist for the Ehrlich Faculty Award for Service-Learning.

The promotion of Dr. John Fischer to associate and then full professor in 2013 illustrates how BGSU has rewarded the Scholarship of Engagement as a method of scholarship. Dr. Fischer, a faculty member within the School of Teaching and Learning, utilized the Scholarship of Engagement framework within urban and international communities has two foci: promoting strategies for active, democratic participation within communities and increasing participatory involvement within the restructuring process of K-12 schools. Dr. Fischer has been successful in obtaining external funding to support scholarship within a community of scholars that invites and supports change in a variety
of ways (i.e., new professional development opportunities, curriculum, etc.) within teaching and learning environments.

(Word Count: 418)
Yes. The Scholarship of Engagement, as it is actualized at BGSU, is a method and approach that can be utilized to accomplish the scope of faculty work including teaching, scholarship, and service (see response to question 6). Since tenure and promotion is decentralized at BGSU, academic units define what is rewarded as a form of service. Many academic units delineate between service commitments at the local (academic unit and college), university, professional and community arenas. Academic units reward community engagement as a form of service. For example, the tenure and promotion documents for the Department of Public and Allied Health state that: “The department defines service as performance of departmental, collegiate, University, and professional activities that fall into three domains: involvement in internal affairs and institutional governance; professional expertise shared with an external community (scholarship of engagement); contributions to faculty members’ profession. In presenting their records of service, faculty members should include documentation that provides evidence of their activities and contributions and which address the performance indicators used for evaluation” (p.9).
INSTITUTIONAL COMMITMENT – FACULTY ROLES AND REWARDS
Carnegie Community Engagement Classification 2015
I.C.10 Are there college/school and/or department level policies for
promotion (and tenure at tenure-granting campuses) that specifically reward
faculty scholarly work that uses community-engaged approaches and
methods? Which colleges/school and/or departments? List Colleges or
Departments: What percent of total colleges/school and/or departments at
the institution is represented by the list above?: Please provide three
examples of colleges/school and/or department level policies, taken directly
from policy documents, in the space below (word limit: 500):

Yes. Tenure and promotion documents at BGSU are developed at the level of the
academic unit (school/department/program), including those that specifically reward
scholarly work that utilizes the Scholarship of Engagement framework.

The Provost’s Office oversaw the incorporation of Scholarship of Engagement materials
in academic unit tenure and promotion documents for all (100%)
schools/departments/programs documents (completed in 2007). Academic units have
infused Scholarship of Engagement language in tenure and promotion documents
guiding teaching, scholarship/research and service. Three examples of
schools/departments/programs tenure and promotion documents from three different
colleges are highlighted below.

The Department of German, Russian, and East Asian Languages uses the following
definition of Scholarship of Engagement in their tenure and promotion document: “The
scholarship of engagement may include, for example, cooperation with community,
commercial, or governmental organizations in language and culture education or
cultural history research projects. Publication of the results of the scholarship of
engagement in appropriate venues, according to the criteria for publication stated
under “A” above, is expected, as are the application for and receipt of grants to support
any such projects.” (p. 7).

The Visual Communications and Technology Education program tenure and promotion
document outlines Scholarship of Engagement as: “Making significant contributions to
the knowledge base or to the creative practice of one’s discipline is a central
responsibility of all faculty members. Such contributions are important both in their own
right, and because they are an essential qualification for instructing others at a
university. Thus, achievement in this area is vital to the Department’s evaluation of
faculty members who are under review for merit, reappointment, promotion, or tenure.
An expanded definition of scholarship includes: the Scholarship of Discovery, the
Scholarship of Integration, the Scholarship of Application, and the Scholarship of
Teaching. To facilitate evaluation, faculty members should maintain records of their
scholarly work which address the performance indicators used for evaluation. Domains
used in the evaluation of scholarly work include:
publications/presentations/performances; sponsored program extramural support; scholarship of engagement; and reputation within one’s discipline.” (p. 7).

The tenure and promotion document for the School of Teaching and Learning state that the Scholarship of Engagement weaves “the concerns and voices of the varied communities with which we interact into our teaching is one aspect of the scholarship of engagement” (p. 18) and the School values “scholarly work that significantly impacts learners at all levels. These communities may be composed of researchers, teachers, and broader members of the larger society. To that extent, all scholarship is viewed as impacting one or more of these communities” (p. 18-19). The tenure and promotion document for the School further outlines and defines seven characteristics by which to evaluate Scholarship of Engagement.

The three examples listed above highlight the different ways in which the Scholarship of Engagement is incorporated into the tenure and promotion document of academic units at BGSU. In all examples it is clear that these documents reward faculty scholarly work that uses community-engaged approaches and methods.

(Word Count: 487)
No. BGSU has a long history of recognizing the importance of the Scholarship of Engagement and has operationalized and incorporated this method of teaching, scholarship, and service into tenure and promotion documents. It is important to note that faculty members have been successful utilizing Scholarship of Engagement methodology as a basis for promotion at BGSU (see 9.a. and 9.b.). However, providing professional development for faculty and administrators who review candidates’ tenure and promotion dossiers as it relates to Scholarship of Engagement to the evaluation of scholarly work is a need at BGSU.

(Word Count: 91)
I.C.12 If current policies do not specifically reward community engagement, is there work in progress to revise promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches and methods? Describe the process and its current status (word limit: 500):

Not applicable:
BGSU required that tenure and promotion documents for all academic units incorporate the Scholarship of Engagement. Since 2007, 100% of all academic units incorporate the Scholarship of Engagement in tenure and promotion documents. Evidence indicates that since 2007 faculty members have received promotion and tenure based on portfolios including scholarly work that use community-engaged approaches and methods.

(Word Count: 58)
INSTITUTIONAL COMMITMENT – STUDENT ROLES AND RECOGNITION  
CARNEGIE COMMUNITY ENGAGEMENT CLASSIFICATION 2015  
I.C.13. 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. (Word limit: 500)

The Civic Action Leaders Program (CAL) in the OSL is the preeminent student leadership program focused on community engagement. This three-year undergraduate scholarship program supports six students who serve in OSL providing leadership for student lead community based service and learning such as the MLK Jr. Day of Service Challenge, Volunteer and Community Partnership Fair, and issue-based alternative breaks. They work directly with community partners promoting their programs and opportunities. The scholarship began in 2004, transitioning to OSL in 2009 reinvented as a community engaged leadership program. The growth in the CAL program and OSL since 2006, mirrored a decline in resources for community service in student affairs resulting in consolidation of co-curricular community service support in OSL. Co-curricular community engagement activities in OSL are designed and led by undergraduate and graduate students. Students from outside the office serve as interns and advisory board members.

BGSU students are committed to service and we have been recognized in the President’s Higher Education Honor Roll since 2006. There are multiple examples across campus where students play key roles in designing, leading, and sustaining community engagement. Many of these appear in our discussion of student leadership courses (II.a.5.). In 2012-2013, 23 student organizations had a service organization designation, but 153 total organizations engaged in community service. Some highlights: Dance Marathon has an extensive student leadership model focused on planning direct engagement with a community based organization (Mercy Children’s Hospital) and an on-campus philanthropy/service event, which has raised $3 million since 1995 with students committing thousands of hours of service. In Athletics, every team has a service chair who serves on the Student Athletics Advisory Council (SAAC). The President’s Leadership Academy adopted the servant leadership model emphasizing community engagement and citizenship, with participants expected to plan annual cohort service projects. In Fraternity and Sorority Life in 12-13, 1,540 students contributed 40,334 hours of service raising $93,587 for various philanthropies. Fraternity and Sorority Life have established Standards for Greek Communities of Excellence, which includes expectations for civic engagement and recognition.
Community engagement is recognized in other ways via awards in academic departments and programs such as ROTC. The major campus student awards are managed by the Dean of Students office and the OSL. Student Affairs has an annual award that recognizes excellence in CE for first years to graduate students. In the annual Service-Learning and Civic Engagement Awards (OSL), undergraduate and graduate students are eligible for an individual and a group excellence award for demonstrating a strong commitment to public service, civic action, service-learning, and community engagement. BGSU also has a tradition of recognizing students for their community engagement at each commencement. Students are asked by the President to stand if they have participated in some form of service with the community and the variety and amount that stand are a demonstration of our students’ commitment to CE. Civic Action Leaders website: http://www.bgsu.edu/office-of-service-learning/for-students/awards-and-scholarships/civic-action-leaders.html Service-Learning and Civic Engagement Awards- BGSU Marketing and Communication Article from spring 2013: http://www2.bgsu.edu/offices/mc/news/2013/news131531.html Applauding Excellence Community Service Award: http://www2.bgsu.edu/offices/sa/getinvolved/page11652.html

(WORD COUNT: 498)
INSTITUTIONAL COMMITMENT – STUDENT ROLES AND RECOGNITION – TRANSCRIPT NOTATION
CARNEGIE COMMUNITY ENGAGEMENT CLASSIFICATION 2015
I.C.14. Is community engagement noted on student transcripts? If yes, is this a change from your prior classification?

No.
Yes. For the past seven years, the Office of Service-Learning (OSL) has coordinated the Martin Luther King Jr. Day of Service Challenge, which engages faculty, students, and staff in a day of service on MLK Jr. Day. The purpose of this program is two-fold: education about MLK’s legacy of civil rights and service, and to engage with the community through service. Since 2008, the program has grown from less than 100 participants and ten community partners to over 860 participants and 50 community partners in 2014. Community partners return each year to participate and students have the opportunity to take on more involved leadership roles each year. The event serves as a kick-off for Black History Month and is an event that is highly attended by our students of color (28% identify as SoC).

The Office of Multicultural Affairs organizes and hosts a variety of diversity conferences, often in partnership with academic programs and regional non-profit and advocacy organizations. Examples of conferences include the Latino Issues, Black Issues, and the State of the State Conferences. These activities involve faculty, staff, students, and community members. The Latino Issues Conference focused on community engagement through two areas: student leadership training for 9th–12th grade Latino/a students and the incorporation of tables from Latino/a based community organizations. The Black Issues Conference is open to the public and the community is engaged through participation as workshop/session conferees, presenters, panelists, and keynote speakers. Lastly, BGSU is part of the "The State of the State" consortium and has hosted the annual conference for the past two years. This program focuses on issues of equity, opportunity, and diversity. It engages representatives from institutions and organizations across the spectrum - education, state and local government, judiciary, health care, business & industry, etc. Multiple areas on campus contribute to the conference as presenters, panelists, and volunteers.

Lastly, in the fall of 2012 the President’s Advisory Council on Diversity and Inclusion (PACODI) started looking at ways to address issues of intolerance and hate on and off campus. BGSU and the City of Bowling Green joined together to affirm their commitment to social justice, equity and inclusion as well as embrace and celebrate diversity. They agreed to join the "Not in Our Town"(NOIT) movement, a national grassroots effort that has inspired hundreds of communities to take action against hate. This collaboration involves faculty, staff, administration, community leaders and partners, and community members. It meets on a monthly basis to discuss ongoing concerns about issues in the community and on campus. It has a community chair and a campus chair. Many of the NIOT individuals are both community members and member of the BGSU community. Various events related to this campaign have involved hundreds of BGSU faculty, staff, and students. The campus community has been involved in supporting this campaign not only through designing a pledge, events, scholarship of engagement, WBGU-TV public service announcements, serving as a venue for gatherings, and producing promotional materials.

WORD COUNT: 494
Retention and students success is a major focus of programs at BGSU. As a regional state institution, we have always served a large number of first generation college students, and students from underserved populations. The University System of Ohio has also increased the pressure on public colleges and universities to maximize the retention of students across four years of a college education. BGSU has always been invested in high impact learning experiences and with our new leadership in 2011, we have seen increased investment in areas that mirror Kuh’s high impact practices.

We have invested in college bridge programs such as the Academic Investment in Mathematics and Science (AIMS) and Freshman Wilderness Experience that provide intensive immersion learning experiences prior to the first semester or as the first semester college experience. Our TRIO programs support an Upward Bound Program, and works with OSL to engage TRIO students in community service activities.

The Vice Provost of Undergraduate Education convened a working group to review our undergraduate learning communities and to make recommendations for how to deepen their work with first year students and address the needs of at-risk students. In 12-13, an Assistant Dean of the Honors College and a Senior Coordinator in Residence Life have been charged with redesigning the model for living-leaning communities, and providing a plan for expansion of these kinds of experiences to larger cohorts of incoming students. All current living learning communities (~1600 undergraduates) have some kind of experiential leaning component, and most of them emphasize some form of community engagement. Planning for a more integrated service-leaning experience across all living learning communities is in the program design.

OSL has also been piloting a series of service-learning experiences in our General Studies Writing (GSW) classes working with instructors teaching in the very first GSW classes often with students identified as most at risk. We have now supported 5 faculty members via the Service Learning Faculty Learning Communities (SLFLC) who teach exclusively in GSW. They have all reported significant success with integration of a SL component, and some have documented strong data on continued class attendance, improved writing performance, and higher pass rates and grade attainment.

Lastly, we have a variety of scholarship programs with explicit outcomes related to retention and success particularly for underserved populations. The President’s Leadership Academy (PLA) is a core example. All PLA students are required to both engage in service and lead service as part of the programs and the retention and graduation rates of students in PLA are significantly higher, regardless of race/ethnicity, gender, and socio-economic status compared with similar populations not in the PLA but attending BGSU. For example, the retention of PLA scholars in the most recent cohort to graduate was 96%; 80% graduated in four years, and it is anticipated that 100% of the remaining scholars will graduate in a total of 5 years. PLA is our model for replication.

WORD COUNT: 468
CATEGORIES OF COMMUNITY ENGAGEMENT
CARNEGIE COMMUNITY ENGAGEMENT CLASSIFICATION 2015
II.A.1.a. For re-classification, describe what has changed, if anything, with the definition of service learning and explain the purpose of the revisions. (Word limit: 500)

BGSU adopted an institutional definition of Service-Learning (SL) in 2006. This definition has been used consistently as a foundation for the work of OSL. As noted in an earlier section, this definition serves as our main context for community engagement, along with our definition of SoE, since it frames best practices in campus–community partnerships affirming our commitment to principles of reciprocity and mutual benefit. It specifies that SL is curriculum based, and applicable to a broad range of experiences including traditional on-campus classroom courses, e. Learning, cooperative learning experiences, internships, student fellowships, student research projects, study abroad/study away, and other curricular offerings that meet the criteria.

The summary statement, based on the work of Bringle and Hatcher (1995), is used as the core definition. Curriculum-based service-learning is a, “credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs, and (b) reflect on the service activity in such a way as to gain further understanding of curricular content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility”. The definition establishes some criteria for best practices offering guiding principles to individuals designing service-learning experiences and developing partnerships. So goals for service-learning experiences involve:
1) Students engage in service that is valuable to a community, through activities that directly contribute to student achievement of identified learning outcomes related to the academic curriculum, and documentation of the value and impact of the service on the community is obtained from the community;
2) Students develop an understanding of the relationships between their service and the learning outcomes of the academic curriculum. Such understanding may be demonstrated through reflection, analysis, or proceeding in writing, discussion or oral presentation. Students connect the specific activities involved in the service with the concepts, principles, and theories of one or more academic disciplines;
3) Students learn how they can actively contribute to the welfare of a diverse, democratic society. This learning can take different forms; for instance: a) recognizing how a particular academic discipline or profession can meet important needs of society; b) fulfilling civic responsibility through community effort; and/or c) developing skills or understanding that will enhance students’ contribution as responsible citizens and community members.

This definition is used in all professional development activities with faculty members, and is frequently used as a guide for co-curricular community engagement programs and activities. Our goal is that all community based curricula/co-curricular activities have a learning component. For example, as part of our MLK Day of Service, student leaders participate in a 4 hour training on the legacy of Dr. King and connections between social justice and service, and our community partners are asked to build into the day a discussion of the work on their agency and how the tasks performed on the day will impact their organization and their clients. BGSU Definition of Service-Learning is available on our website at the following URL: http://www.bgsu.edu/content/dam/BGSU/service-learningdocuments/resources/service-learning-definition.pdf What is a service-learning course? http://www2.bgsu.edu/offices/service-learning/page105099.html

(Word Count: 497)
II.A.1.b. If there is a process for identifying or approving a service learning course as part of a campus curriculum, explain the process, and if there have been changes in that process since the last application, please explain the changes. (Word limit: 500)

At the time of our last application there was not a process in place for identifying/approving a SL learning course. Data provided in our 2006 application was based on a survey of faculty members who self-identified as teaching a course that met the definition of ‘service-learning’. The founding OSL Director was appointed in November 2006. In 2007, they worked with a faculty advisory group and the Registrar to create a system for designating SL courses. The designation was at the section level, acknowledging that SL is a faculty driven pedagogy, and the faculty member determines the design of the course. The Registrar implemented a ‘Z’ suffix that academic departments would add to SL sections as they developed their course schedule. The Director of OSL provided the review of the course proposal and worked with the faculty member and department to approve the course. This system allowed all sectors to identify SL courses, and made it possible to start marketing courses to students, who could see as part of their registration process that a course would require some kind of community based component. The ‘Z’ designation was implemented in academic year 07-08. Some courses have become ‘permanent’ SL courses, and OSL and the Department work with the Registrar’s office to request a permanent designation. The OSL Director monitors the course designation process on a semester to semester basis. This hands on relationship between the OSL Director, the SL faculty member, the Department Chair, and the Registrar’s office has helped build strong relationships during the first 5- years of the SL initiative on our campus.

The system encountered considerable disruption in 2009 as BGSU converted to PeopleSoft software. As a result of the conversion the ‘Z’ was converted to an ‘SL Attribute’ that is added to each SL class. The system is the same in terms of the approval process, but we have determined that this designation is not as clear for students. Institutionally, since 2009 we have been upgrading a broad range of technology systems including PeopleSoft, Learning Management System, website, and other technology infrastructures. We have also been engaged in curriculum revisions and an overhaul of our General Education program and course approval processes. Our initial start-up course approval/designation system has been effective, but has persisted longer than intended in its current form while we have been waiting for institutional infrastructures to be upgraded. With the completion of a range of technology upgrades we are now able to move forward with requests to alter existing systems. With the anticipated addition this summer of an Associate Director dedicated to work with faculty members and SL courses we will be implementing a new SL Course Designation system tied to a faculty committee to review SL Course Proposals and a designation in the registration system that is clearer for students and advisors. This will bring our processes in line with other institutional process for course development and approval.

(Word Count 486)
## CATEGORIES OF COMMUNITY ENGAGEMENT
### CARNEGIE COMMUNITY ENGAGEMENT CLASSIFICATION 2015

**II.A.2.** Fill in the tables below using a.) data from the most recent academic year (2012-2013) and b.) data based on undergraduate FTE. (Table on page 9)

<table>
<thead>
<tr>
<th>Number of service learning courses 12-13 UGRD</th>
<th>Change in number of courses since last application</th>
<th>Percentage of total courses</th>
<th>Percent change in courses since last application</th>
</tr>
</thead>
<tbody>
<tr>
<td>86 SL Courses (284 Course sections)</td>
<td>80 courses reported in 2006 (not specified whether courses or course sections) Increase of 6</td>
<td>3622 UGRD Courses 2.4% of UGRD SL</td>
<td>7.5% increase</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of departments represented by service learning courses</th>
<th>Change in number of departments since last application</th>
<th>Percentage of total departments</th>
<th>Percent change in departments since last application</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 Departments had a service-learning experience</td>
<td>40 Departments reported having service-learning experience in 2006 Decrease of 9 in 12-13</td>
<td>87 scheduling units scheduled classes in 12-13 35.6 % of those units reported SL</td>
<td>-22.5% change in # departments (note a difference in identifying Departments)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of faculty who taught service learning courses</th>
<th>Change in number of faculty since the last application</th>
<th>Percentage of total faculty</th>
<th>Percent change in number of faculty since last application</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>30 more faculty members reported teaching SL course</td>
<td>1058 faculty members in 12-13 8.5% of faculty teaching a SL course</td>
<td>33% change in # of faculty members teaching SL courses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students participating in service learning courses</th>
<th>Change in number of students since last application</th>
<th># students Percentage of total students</th>
<th>Percent change since last application</th>
</tr>
</thead>
<tbody>
<tr>
<td>5147 students registered for a SL section (some possibility of duplicates but minimal)</td>
<td>Increase of 3147 engaged in a SL experience (2000 in 2006)</td>
<td>UGRD enrollment of 14, 156 – 36.4 % of students engaged with a SL experience</td>
<td>63% increase in number of students accessing a SL experience</td>
</tr>
</tbody>
</table>
CATEGORIES OF COMMUNITY ENGAGEMENT
CARNegie COMMUNITY ENGAGEMENT CLASSIFICATION 2015
II.A.3. Provide a description of how the data in question 2 above is gathered and used (how it is compiled, who gathers it, how often, how it is used, etc.). Provide relevant links. (Word limit: 500)

Annual SL data is compiled by the Director of OSL. OSL employs a Graduate Assistant (GA) from the Higher Education and Student Affairs Department (HESA) to work with SL faculty programs. They manage regular communication/outreach with faculty members who have taught SL courses, those who have participated in our professional development programs, and those who have expressed interest in community engagement. These faculty members, and Chairs/ Directors, receive a reminder during scheduling period about the process for designating SL courses and a reminder about the courses which have been taught in the past. When the course list becomes available we identify all SL designated courses and do outreach to resolve anomalies. For example, if a course that is regularly taught as a SL section does not appear on the list we will check with the faculty member and the department. Registration and records are very helpful in adjusting SL course designations if an error has occurred.

The accuracy of the list is vital to ensure that all SL faculty members receive materials regarding liability, travel, SL student course evaluations, the SL Course database, annual awards program, participation in the Teaching & Learning Fair, and our request to visit their classes to observe community based presentations/end of semester summative activities. We also provide support activities such as designing/printing posters or outreach materials for their class and community partners, assisting with poster session materials for academic conferences, and provision of curriculum resources from our library.

We offer a number of presentations for SL classes, including a general introduction to SL, assistance with identifying community partners, best practices for engagement in community settings, how to link experience in a SL course to future career options, and any topic requested by the faculty member. SL faculty members receive regular updates from our office about course management issues, and about event/activities that might be relevant to them or to their students. These strategies are designed to strengthen relationships with our office and to encourage SL faculty to complete our annual reporting request via our online OSL Course Database http://www2.bgsu.edu/offices/service-learning/newsletter/12-04-2009/page74295.html

During the year our data is used extensively as we work with community partners who approach us with requests for student interns, evaluation and assessment, partnership ideas, etc. We also use our data to assist faculty members or units looking for collaborators. We also use the data to promote SL courses during registration periods, direct students to potential research mentors or advisors, and to assist students who are looking for curricular experiences outside of their major or that might relate to post-graduation plans. Finally the data forms a key part of the annual strategic plan that OSL is required to prepare for the Office of the Provost, and for the Annual Report for the Vice Provost for Academic Affairs, to whom the OSL Director reports.

(Word Count 472)
BGSU has several learning outcomes related to community engagement including, but not limited to, the “active engagement in some activity, including shared effort, understanding others’ points of view, the lively exchange of ideas, compromise, and contributing to the group project” and “engaging communities as a participant and leader using civic and professional knowledge as a basis for values-driven action”. One methodology, employed by BGSU faculty and co-curricular personnel, to address these university learning outcomes is service learning (SL). We believe faculty members, in designing their SL courses, will identify learning outcomes relevant for their course and the SL component. SL courses usually also address some dimension of civic learning, and again this varies depending on the course content, the faculty member’s discipline, and/or the nature of the community engagement.

The reorganization of assessment resources and the development of an assessment infrastructure at BGSU are currently in progress. BGSU has collaboratively established clearly stated outcomes for student learning and developed an ongoing and effective process for the assessment and achievement of those learning goals. Driven the Office of Academic Assessment, there is a systemic development of an infrastructure to support these activities. Since 2011, for example, there has been revision of the BG Perspective (Gen Ed) learning outcomes. Assessment committees at BGSU have worked to align BGP learning outcomes with AAC&U VALUE Rubrics for oral and written communication, critical thinking, inquiry, information literacy and engagement. BGSU’s plan for assessment, links university and revised program (including BGP) learning outcomes, with development and approval of rubrics for assessment, and integration of assessment tools into Canvas our new Learning Management System (LMS) system. Modifying and loading rubrics in the LMS makes the use of rubrics by faculty and co-curricular personnel manageable, establishes common expectations for learning outcomes across courses, disciplines, and experiences, and communicates with students what is expected of them within courses and programs. Note this revision process has been led by faculty teams who have revised the learning outcomes, revised the AAC&U VALUE rubrics specifically for BGSU, and then piloted them in selected courses. The process will be monitored by various university committees, particularly by SAAC, the Student Achievement Assessment Committee.

The Director of OSL has worked with the Director of Academic Assessment, and now will be engaging the Faculty Associate for SL/Student Learning and other SL Faculty in the process as work begins on development of an Engagement Rubric to assist with assessment of more engaged pedagogies and experiential learning. It is intended that this rubric will have particular relevance for curricular and co-curricular experiences with a community engagement focus. Although we will still emphasize at BGSU we encourage SL faculty members to intentionally design the community engagement aspect of their courses to align with the learning outcomes that are relevant for the course, their department, the nature of the experiential learning component, their teaching specialties, etc.. However, we will be integrating SL initiatives into the assessment plan adopted by BGSU.
http://www.bgsu.edu/provost/assessment.html
BGSU has many opportunities for undergraduate students to participate in research. They can participate through programs including but not limited to: the Center for Undergraduate Research (CURS), the Honors College, Achievement in Math and Science, Science and Math Education in Action scholarship, McNair Scholars program, Northwest Ohio Center for Excellence in STEM Education (a.k.a. COSMOS), and Educators in Community and Context. Community engagement is integrated into these student research activities in a variety of ways. For example, in the Honors College students are expected to complete an undergraduate research project in order to graduate with Honors. In 2012 of 36 completed projects, an estimated 14 had an element of community engagement and in 2013 of 54 completed projects, and estimated 14 had an element of community engagement. Projects had titles such as: Equine-Assisted Therapy and Mindfulness: A Potential Correlation, Marketing Plan for St. Vincent de Paul Society, Universal Person-Centered Interior Design Recommendations for Sunnybrook Assisted Living, NiceShirt.org- Helping Communities in Need through the Creation of a Supportive Fundraising Platform, and Student Service Corps.

In programs such as Achievement in Math and Science, Science and Math Education in Action, and McNair Scholars, students often conduct research and work with community partners. We have a central undergraduate student research office called the Center for Undergraduate Research and Scholarship (CURS). One of the CURS learning outcomes related to community engagement states students will, “Practice personal and social responsibility, including the ability to...Engage in local and global civic activities.” We recently hired (spring 2014) a Director for CURS and we look forward to working with her to integrate community engagement further into undergraduate student research.

Students also conduct research in their major course work either individually or collaboratively with a team of other students. Two examples that feature community engagement are an independent study as part of the Joint Visioning Task Force and a service-learning class working with the Children’s Resource Center (CRC). In the spring and summer of 2012, Dr. Meyer from Marketing worked with President Mazey and BG Mayor Edwards on a project to collect information about, and from, students with respect to the Joint Visioning process between the university and the city. Four students, engaged in Independent Study credit, developed a survey and administered it to BG students and then presented the results to the President and her cabinet, the Mayor, and the BG Chamber of Commerce. In 2012, Dr. Tompsett, a psychology faculty member worked with a psychologist at the Children’s Resource Center to set up a project for graduate and undergraduate students to organize, analyze, and report data on clinical outcomes of children and families served by the CRC. They secured funding from the Alcohol Drug Addiction and Mental Health Services board of Wood County and then subcontracted with Dr. Tompsett to provide graduate and undergraduate researchers.

Honors College, Honors Projects
http://www.bgsu.edu/honors-college/about-the-college/undergraduate-research-symposium.html
Center for Undergraduate Research and Scholarship (CURS) website:
http://www.bgsu.edu/research-economic-development/center-for-undergraduate-research-and-scholarship.html
Science and Math Education in Action
http://www.bgsu.edu/action/program-overview.html

WORD COUNT: 486
CURRICULAR ENGAGEMENT
STUDENT LEADERSHIP COURSES
II.A.5. For each curricular activity listed below, indicate whether or not community engagement is integrated into it, and then describe what has changed since the last classification. Provide relevant links if available.

BGSU places great emphasis on student leadership. BGSU has a strong commitment to community engagement through student organizations and ROTC programs, and scholarship programs such as the President’s Leadership Academy and the Alumni Laureate Scholarship where community engagement is required and integrated. We highlight programs that have a course component and/or a rigorous curriculum.

In 2010, BGSU created the Center for Leadership (CoL) to bring focus and challenge to leadership experiences at BGSU. CoL programs focus on the Social Change Model of Leadership Development and servant leadership, requiring learning outcomes/learning assessments for all programs. The Leadership Certificate Program (LCP) requires educational components and 100 hours of community service to demonstrate mastery of leadership through service. 100+ students have enrolled in the LCP since 2010. CoL workshops focus on components of social change and community engagement and in 12-13, over 3,000 students completed a CoL workshop or retreat, including LeaderShape©.

The Falcon Leadership Institute (FLI) created in 2013 with a cohort of 5, links bi-weekly classes with engagement in service-learning and leadership that enhances the community. This program is targeted for expansion. CoL oversees annual awards that recognize leadership and community engagement including the Ray Marvin Leadership Awards which emphasize community service planning and participation, as well as the Outstanding Community Service Award which recognizes community engagement excellence for first years through graduate students.

UNIV 2100: Advanced Leaders in Residence (ALiR)/15 students – Office of Residence Life. A semester long, for-credit course exploring leadership ideas and theories, particularly Servant Leadership linked to a community engagement experience.

Leaders in Residence (LiR)/ 166 students - seven-week workshop series centered on Kouzes and Posner’s Five Practices of Exemplary Leadership includes a community engagement element.

HHS 4400 (2-credit hour)/ 8 students per course- Peer Education Health & Wellness – Students who complete the class serve as peer educators (PEDs), conducting interactive/educational presentations on campus, and in the community. In 12-13, they worked with Liberty Center middle school to implement a wellness grant. Since 2006, the program has deepened community relationships as PEDs partnered with community agencies such as schools, Adelante, Wood County Educational Service Center, SAAFE Center, etc. to conduct workshops and deliver peer-to-peer programs.
UNIV 4100: Diversity Leadership (DPEs) / 26 students – Office of Multicultural Affairs. This program developed in 2007 prepares students to be effective social justice facilitators, diversity inclusion advocates, and leaders to contribute to the creation of a welcoming campus environment and inclusive community. They conduct workshops and assist with a variety of major multicultural events that are part of BGSU’s cultural outreach initiatives, such as the Latino Issues Conference, etc. Community engagement is a critical aspect that DPEs emphasize as a form of translating awareness and knowledge into acts of promoting social justice and responsible citizenship in the community and society at large. Recently, they have been active in the Not In Our Town (NIOT) partnership. Community engagement is a required part of the course activities.

Peer Educators
http://www.bgsu.edu/multicultural-affairs/diversity-peer-educators.html#

President’s Leadership Academy
http://www2.bgsu.edu/offices/sa/pla/

Alumni Laureate Scholars
http://www.bgsu.edu/alumni/scholarships/alumni-laureate-scholarship.html

Center for Leadership
http://www2.bgsu.edu/offices/sa/leadership/

Residence Life Leadership Programs
http://www.bgsu.edu/residence-life/leadership-programs/leaders-in-residence.html

Recreation and Wellness Leaders
http://www2.bgsu.edu/offices/sa/recwell/wellness/page60646.html

(Word count 496)
BGSU provides students with substantial internship opportunities both in their colleges and through the Career Center. Many of these internship and co-op opportunities involve placements with community partners. Each college has developed a set of standards for internship placement and development of community partner relationships. Two colleges with strength in community-based internships are the College of Technology and the College of Arts and Sciences. The Visual Communication Technology program requires students to complete three, semester long, full-time co-ops. The scale of this program means that co-ops and internships are offered on-campus, with for-profit, and nonprofit sites. Many sites have worked with the College of Technology over a long period of time and have utilized the student interns to build capacity. In the College of Arts and Sciences many academic programs have internship requirements and faculty work with students to determine best placement sites. Faculty members are aware of community needs and serve as a connection point for the student. Similar to the College of Technology, there are programs that students can serve with a community partner. For example the Science and Math Education in Action scholarship program requires a practicum experience for all students in their sophomore year. These practica can take place at a location of the student’s choosing. However, the program has leveraged past partnerships and relationships with local governing agencies, nonprofits, and businesses to make finding a placement easier for students. Some examples of projects include: tracking and analyzing trends in water main breaks for the City of Toledo and an analysis and marketing comparison of fitness centers for the BG Community Center.

In addition to our investment in internship opportunities at the college level and through academic programs, we have also invested in a centralized Career Center to identify, cultivate, and communicate internship opportunities to students. The Career Center has an online posting system for employers. During the 2012-2013 academic year, more than 800 employers posted 1,600+ internship/co-op positions, and approximately 16% of these positions aligned with non-profit and social service related organizations. The Career Center regularly provides internship development workshops and resources for employers. For example, at the annual Volunteer and Community Partnership Fair hosted by the Office of Service-Learning, the Career Center has been present to speak with nonprofit volunteer coordinators and has also presented workshops on best practices in internship development. A recent activity of the Career Center was securing an Ohio Means Internships and Co-Ops grant. This grant allows BGSU to work with key Ohio jobs employers to identify workforce needs and connect internships to these needs. The majority of the grant is used to supplement the salary of students participating in internships at their sites, but an employer coordinator was also hired using the funds. This coordinator provides regular outreach and development to employers.

Science and Math in Action webpage: http://www.bgsu.edu/action.html

CURRICULAR ENGAGEMENT
STUDY ABROAD
II.A.5. For each curricular activity listed below, indicate whether or not community engagement is integrated into it, and then describe what has changed since the last classification. Provide relevant links if available.

Student research, Student leadership courses, Internships/Co-Ops, Study Abroad, Other.

Study Abroad was one of the areas targeted for investment/reorganization by our new academic leadership, in line with our focus on high impact practices. A new Director was appointed in November 2012 with responsibilities for Education Abroad and International Partnerships. Activities already reflect a new direction and focus. In 12-13, 403 BGSU students participated in Education Abroad, 75 of which were graduate students. Programs went to 26 different countries, and 371 students participated in BGSU faculty led programs or partnerships, and 32 were enrolled in non-BGSU programs with transferrable credit. The largest number of students came from the College of Arts & Sciences (A&S) 160 students, and the College of Education & Human Development (EDHD) 76 students. We have seen growth over time in short term immersion experiences that lend themselves to more community based experiential learning and are more financially feasible for many students. New affiliations with ten universities in China, South Korea, India, Thailand, Canada, Indonesia, Spain, and with seven new study abroad organizations will expand options for more community based programs, and programs with direct connections to disciplinary and professional goals. The majority of the new partners have well established programs with community engagement options, including traditional service, non-profit placements, work with community based organizations and advocacy groups.

AY 2012-2013 was a year of re-organization and attention to core infrastructures related to risk management, program design, affiliation agreements, training for faculty members, and establishing new financial models for students and for departments. One of the significant changes related to assessment of impact on students was implementing the Global Perspective Inventory for all education abroad students as pre-test/post-tests. The GPI has a community engagement assessment as part of the larger assessment which will allow us to better assess which programs have most impact on student growth and learning. https://gpi.central.edu/. Short term Education Abroad experiences in 12-13 with a community engagement element included: Peru based Arts Village program mixing cultural immersion with work with local organizations; an Architecture program in Haiti connecting with The Haiti Initiative and rebuilding a rural school; and EDTL 4900 a math education program working at a school in Thailand. Based on the new frameworks in place the Director of OSL has been advising the development of a new SL course INST 3900 which will focus on work with minority refugee populations in Morocco in May 14, as well as revisions to a long standing immersion experience in France/Burkina Faso. Another project is to replicate a community based internship model piloted by OSL in spring 2012, when a Civic Action Leader completed her Study Abroad experience at the BGSU site in Alcala de Henares-Spain working with the in-country director to develop local non-profit partnerships to create internship sites for BGSU students to engage them more directly in the local community. http://www.bgsu.edu/education-abroad.html

(Word Count  465 )
BGSU has a long history of supporting and being recognized for residential learning communities. Many of the residential learning communities at BGSU have affiliated courses and co-curricular activities that include a community engagement component. For example, community-based field experiences are tied to a first year course that is used for two student residential learning communities: Arts Village and Chapman Learning Communities. This course, RESC 2000, is required for all students, including first year students (annual approximate enrollment of 200) in both residential learning communities. Faculty members from various disciplines teach these service-learning courses and utilize ongoing community partnerships as opportunities for student engagement. For the Chapman Learning Community the RESC 2000 courses have focused on a community partner agencies that address a critical social issue: Teen Mentors (juvenile offenders), Red Cross (disaster preparedness), Wood Lane (disability awareness), Equestrian Therapy (trauma survivors), Pet Rescue & Adoption (animal welfare), Wednesday Night Live (soup kitchen), Family House (homeless children); Dance Marathon (children with significant health issues); Wintergarden Nature Preserve (environmental sustainability); Clothesline (clothing distribution). The Arts Village engages students in a range of community-based arts programs both on and off-campus. They also sponsor regular service-learning immersion trips over fall and spring break. They have a tradition of working with community partners in the Bronx to address HIV/AIDS and poverty, visiting indigenous communities in the Southwest and West Coast, painting community murals, and visiting Peru and exploring art development in an international community.

Another community engaged learning community is Educators in Context & Community (ECCO). ECCO is a comprehensive career-based professional development learning community for education majors and others who work with children. The focus is on acclimating educators to the diverse cultures and communities—urban, rural, and suburban. This is done by preparing students both socially and emotionally for the rigors of teaching and by developing cultural competence, self-awareness, knowledge of their students and community, and their profession. The program involves approximately 130 students each year. Each student completes a 50 hour field placement each semester (1 day per week), working in classrooms alongside teachers and students. There are fall break intensive field placement experiences in regional communities, including Cincinnati (2009), Cleveland (2010), Chicago (2011), Detroit (2012), and Kentucky (2013). There are spring break intensive field placement experiences in national urban areas: Newark, NJ, New York City, and Oklahoma City. Lastly, ECCO hosts an annual spring ECCO Conference where undergraduates present alongside University faculty, graduate students, professional teachers, and administrators to learn from each other the
complexities of teaching and learning in context and community. The ECCO Conference is an
integral part of the annual Educators in Context & Community learning community program.
Global Village webpage:  http://www.bgsu.edu/residence-life/learning-communities/global-
village.html
Arts Village webpage:  http://www.bgsu.edu/residence-life/learning-communities/arts-
village.html
Chapman Learning Community webpage: http://www.bgsu.edu/residence-life/learning-
communities/chapman-community-at-kohl.html
Educator’s in Context and Community webpage: http://www.bgsu.edu/residence-life/learning-
communities/educators-in-context-and-community.html
ECCO Conference: http://www.bgsu.edu/education-and-human-development/school-of-

Word Count: 465
II.A.6. For each curriculum area listed below, indicate whether or not community engagement has been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available.

No. While there are no institutional requirements to integrate community engagement into the curriculum, many programs at BGSU integrate community engagement components into core courses. Some programs, however, have a long history of incorporating community engagement into the curriculum of core courses.

Educator preparation programs, at BGSU, are housed within several different colleges and comprise programs with some of the largest student enrollments at BGSU. The core curriculum for all educator preparation programs contains three, required core courses that require community engagement as a method of instruction. All students, who would like to become teachers, start the education core by completing Introduction to Education (EDTL 1010) and Literacy Serve and Learn (EDTL 2010). EDTL 1010 and 2010 serve as pre-requisites to Educational Psychology (EDFI 3010/3020/3030) and Academic Service Learning Applied to Educational Psychology (EDFI 3000). EDTL 1010 and 2010 also serve as pre-requisites for another required core course Teaching Students with Exceptionalities (EDIS 2310). All of these core courses for education majors require students to engage in and complete supervised academic service learning experiences applying theories, principles, and research from education course to individual and small group instruction of students in grades PK-12 in area schools and other university and community settings.

Majors within the College of Health and Human Services also have required courses that integrate community engagement into the core curriculum. The gerontology program has two required courses with service learning components: Applied Social Gerontology (GERO 3250) and Principles of Nursing Home Administration (GERO 4110). And the social work program requires three courses with community engagement components: Social Work Practicum I (SWK 3250), Social Work Practicum II (SWK 3290), and Practice III (SWK 4060). These experiences require students to participate in community-based experiences working with groups (i.e., older adults, disenfranchised and vulnerable populations) to gain experience and practice with applying course content, advocacy, fundraising, education, and lobbying.

Majors in other colleges also have community engagement experiences in core courses. The Department of English participates in the Winter Wheat conference. This community event is integrated into the curriculum of several courses, including Desktop Publishing (ENG 6330). A component of this course requires that students take a significant role in Winter Wheat. Students may give a presentation, act as assistant to a visiting writer, and/or volunteer at the book fair and registration areas.
architecture students and University of Toledo (UT) planning students come together to interact with faculty from both institutions, professionals, and community citizens to explore issues pertaining to architecture, design and planning with a focus on the challenges presented by urban shrinkage and responses to them in a shrinking rust belt city: Toledo.

There have also been initiatives at BGSU to support faculty development of courses integrating community engagement through participation and support of faculty learning communities focused on community engagement approaches and revising core curriculum. Faculty who have taught these core classes for majors have forged strong partnerships with community agencies/organizations and these courses have been mutually beneficial for the students and the agencies/organizations.

(Word Count 496)
II.A.6. For each curriculum area listed below, indicate whether or not community engagement has been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available.

No. BG Perspective: 21st Century Liberal Studies, BGSU’s current general education program, provides the foundation for a premier liberal arts education so that BGSU students graduate prepared for self-reliant learning throughout their lives and capable of effectively participating in a democratic society. BG Perspective classes are taken by all students at BGSU, reflecting a deep conviction by the BGSU faculty, as well as leaders in all professions, that successful, satisfying lives require a wide range of skills and knowledge. The BG Perspective program at BGSU emphasizes student-centered active learning so that students acquire both broad intellectual skills and a sufficient breadth of knowledge to be more successful in their major area of study and later in their chosen professions and careers. Cognitive skills required for the revised program include oral and written communication, critical thinking and creative problem solving, and participating in active engagement activities with diverse groups and teams of individuals.

While there are no institutional requirements to integrate community engagement into the general education curriculum, many general education courses at BGSU integrate community engagement approaches. One community engagement approach, with a long history at BGSU, is service learning. BGSU courses can receive service-learning designation at the institutional level. Approximately 50 courses at BGSU offered fall 2013 and spring 2014 were designated as containing a service learning component. A survey of courses designated as service learning and offered during fall and spring (2012-13) illustrate that approximately 9% of those courses were in the general education program at BGSU.

Three general education courses, for example, that have a service learning designation at BGSU, for example, are Introduction to Environmental Studies (ENVS 1010), Cultural Anthropology (SOC 2310), and Introduction to Communication Disorders (CDIS 1230). Environmental Studies, ENVS 1010, presents students with an overview of environmental principles and concepts. Students consider contemporary environmental issues as they relate to the quality of life. Cultural Anthropology, SOC 2310, introduces students to basic concepts and issues in the study of culture and examines cultural variation in social organization, cultural values, and subsistence, and the differential impact of globalization. And Communication Disorders (CDIS 1230), also an introduction to the program by covering normal speech and language development; description and etiology of various communication disorders including phonology, voice, stuttering, language and hearing. These three examples of general education courses that also have a service learning designation require students to engage in collaborative interactions with community partners.
In 2013-14, the Bowling Green Perspective Program at BGSU revised all student learning outcomes for the program and developed policies and procedures for the re-approval of all courses. The approval process for new general education courses will align course assessments in new courses with university learning outcomes, one of which is engagement. The new general education program will be implemented in fall of 2015. Once the revised program is implemented, the university will be able to collect campus wide course assessment data to evaluate the impact of community engagement experiences on students completing general education courses.


(Word Count 498)
II.A.6.c. Community engagement has been integrated into the curriculum at the institutional level (Y/N); Changes since last classification (500 words)/Web link

**No.** Three institutional approaches to integrate community engagement activities in first year experience courses, however, are applying a special designation to service learning courses, supporting of residential learning communities, and piloting linked courses.

Service learning, as a community engagement approach, has a long history at BGSU. BGSU courses can receive service-learning designation at the institutional level. Approximately 50 courses at BGSU offered fall 2013 and spring 2014 were designated as containing a service learning component. A survey of courses designated as service learning and offered during fall and spring (2012-13) illustrate that approximately 7% of those courses were first year experience courses. One course that was offered to first year students at BGSU with a service learning component during 2012-13 was Introduction to Environmental Studies (ENVS 1010) (also see 6.a.).

BGSU also has a long history of supporting and being recognized for residential learning communities. Many of the residential learning communities at BGSU have affiliated courses and co-curricular activities that include a community engagement component. For example, community-based field experiences are tied to a first year course that is used for two student residential learning communities: Arts Village and Chapman Learning Communities. This course, RESC 2000, is required for all students, including first year students (annual approximate enrollment of 200) in both residential learning communities. Community engagement experiences include partnerships with local community agencies such as the Juvenile Residential Center and working at St. Mark’s Lutheran Church to serve meals to those in need.

In 2013, BGSU implemented a first year pilot program linking first year courses. BGSU established curricular learning communities by major in which a group of students are co-registered to take courses (typically 2 or 3) as a cohort. These “linked” courses provide an opportunity to introduce academic and educational coherence to students in their first year at BGSU. Some colleges are designing linked courses within the major for first year students, many of which contain community engagement activities. The College of Health and Human Services, for example, piloted a linked course in Fall semester 2014 entitled “Fight, Flight, or Freeze” which requires a community engagement activities grounded in The Sanctuary Model. The Sanctuary Model, developed by Dr. Sandra Bloom, addresses trauma across the lifespan and the impact of stress and psychological trauma on one’s health, mental health, and life choices.

BGSU also has a strong commitment to co-curricular experiences which often incorporate community engagement activities for first year students. For example, first
year students in the Achievement in Math and Science (AIMS) Scholarship program are expected to volunteer in a variety of social services organizations, including Habitat for Humanity.

(Word Count 433)
II.A.6. For each curriculum area listed below, indicate whether or not community engagement has been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available.

No. Many majors have capstone courses that require applied community engagement experiences within applied colleges like the College of Health and Human Services (HHS) and the College of Education and Human Development (EDHD). The gerontology program within HHS, for example, requires a capstone course for nursing home administrators to assist them in the integration of concepts for successful operation of a facility (GERO 4110). The communication disorders program, also within HHS, requires a capstone course (CDIS 4010). Graduate clinical training is a required element in the graduate communication disorders program, and accreditation requires BGSU provide appropriate, guided experiences in clinical practica like CDIS 4010. Most majors within EDHD also require capstone experiences that incorporate community engagement experiences, like student teaching. Other EDHD majors, like the human development and family studies program complete internships (HDFS 4890). Graduate students within the reading program complete a capstone course (EDTL 6280) commonly referred to as “The Connection” (EDTL 6280), a free literacy outreach service provided to local children through the use of the Martha Gesling Weber Reading Center (MGWRC).

The School of Environment and Sustainability offers a capstone course (ENVS 4020) to students in the following undergraduate programs: Environmental policy and analysis, environmental science, geography, and geology. Students in this capstone course develop and present a complete and comprehensive environmental impact statement. Class projects are done with the community and involve service learning and community engagement. Past clients include the Franciscan Earth Literacy Center in Tiffin, BG Parks and Recreation Department, University of Toledo Business Incubator, and BG Montessori School.

Several programs at BGSU also have community engagement requirements for undergraduate capstone courses. The undergraduate visual communication technology students are required to work with clients in the community on projects (i.e., websites, videos, brochures, photos, etc.) that are designed and produced by the student in VCT 4670. Undergraduate majors within the journalism and public relations program are required to complete the capstone course, Public Relations Campaign (JOUR 4400) which requires students to partner with a department, non-profit agency, or grant agency to diagnose and propose a comprehensive public relations campaign. Graduate students within the executive masters in organizational development program are required to enroll in a capstone course, Mastering Change (ORGD 6070). Students within that program demonstrate mastery of program concepts by working with
nonprofit organizations in the local community (e.g., Partners in Education, the College Coach Program, local K-12 school districts, Parents Helping Parents, etc.).

Co-curriculum experiences at BGSU, through the support and facilitation of senior level projects and experiences, can also facilitate the integration of community engagement experiences. The Center for Sustainability and the Environment coordinates opportunities for students to interact, via internships and co-ops, with various businesses, agencies, and non-profit organizations on research projects in the field of renewable and sustainable energy (i.e., organic light emitting diodes, solar energy systems, and remediation of environmental problems).


JOUR 4400: http://csspublic.bgsu.edu/psc/cssprd/EMPLOYEE/HRMS/c/COMMUNITY_ACCESS.SSS_BROWSE_CATLG.GBL

ENG 0990: http://www.bgsu.edu/arts-and-sciences/english/creative-writing/readings.html


CDIS 4010: http://csspublic.bgsu.edu/psc/cssprd/EMPLOYEE/HRMS/c/COMMUNITY_ACCESS.SSS_BROWSE_CATLG.GBL

(Word Count 494)
CURRICULUM – IN THE MAJOR

II.A.6.e. For each curriculum area listed below, indicate whether or not community engagement has been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available.

No. While there are no institutional requirements to integrate community engagement into courses required of majors, many academic programs at BGSU integrate community engagement requirements into their curriculum including, but not limited to, the following examples:

Collaborative Multimedia Development (ARTC 4410) and Graphic Design Practicum (ART 4060): These courses, required of graphic design and digital arts students, require students to collaborate with partners on the Art Bearing Witness project in 2013.

Communication Research Methods (COMM 3000): Students collected data from local residents to learn about the community’s perceptions about and experiences with diversity, discrimination, and inclusion.

Cultural and Critical Studies - Gender and Practice in Community-Based Work (CCS 3710): Students engaged in internship experiences in community-based work and the non-profit sector. This course was originally developed as an optional course for Women’s Studies majors. With the creation of the new School for Critical and Cultural Studies it was approved as a required service-learning course for all majors in the School.

Environmental Studies (ENV 4020): Students work with community organizations and agencies to develop environmental projects, impact statements and assessments.

Exploring Latino/a and Latin American Culture through Service-Learning (SPAN 4240): Students engage in a project designed to promote active learning making a meaningful contribution to the Latino/a community in the Northwest Ohio region community.

Introduction to Marketing Management (MKT 2010): Students were asked to participate in hand-on interactive marketing management activities that connect the college classroom with the business community by working on real world projects. One past project included working with a local start-up company to sell and market a children’s cavity-fighting, bubble gum flavored toothpaste across the U.S.

Organizational Theory and Behavior (MGMT 3600): Students conducted academic service learning projects in small teams and had to present their projects at the end of the semester. One student group went on to win a 2012 OSL Service Learning Award for their work with Habitat for Humanity.

Persuasion (COMM 3030): Students participated in the Community Video Project by partnering with local nonprofit organizations and businesses to feature the voices and stories of local residents taking a stand against hate, offering support to those suffering from discrimination, or sharing their own stories related to diversity and inclusion.
Supply Management II (MGMT 4470) and Supply Chain Strategy (MGMT 4490): Students worked with companies to do applied projects and research based on company (e.g., Scotts, Parker Hannifin, Dana, etc.) interest and resources.

Topics in Communication Studies (COMM 4060): Students have been engaged in several, ongoing mutually beneficial local, regional and international partnership-building efforts for environmental sustainability like “Partnerships for a Sustainable Future” and the “Environmental Communication Initiative”.
Approximately 50 courses at BGSU offered fall 2013 and spring 2014 were designated as containing a service learning component. A survey of courses designated as service learning and offered during fall and spring (2012-13) illustrate that approximately 60% of those courses were courses within the various majors.
ARTC 4410 & ART 4060: http://www.bearingwitnessstoledo.com

(Word Count 490)
II.A.6. For each curriculum area listed below, indicate whether or not community engagement has been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available.

No. While there are no institutional requirements to integrate community engagement into the curriculum of graduate courses for all programs, many capstone level courses at BGSU integrate community engagement components into their courses.

Graduate-level applied and clinical training experiences are embedded in courses that are required for many graduate programs. Play Therapy (COUN 7040), for example, requires graduate counseling students to work with actual clients who have encountered trauma. In Mastering Change (ORGD 6070), graduate students in the Executive Master of Organizational Development program engage in a client engagement project that provides an opportunity to demonstrate mastery of program concepts by working with nonprofit organizations in the local community. BGSU also has many on-campus clinics and centers that play a critical dual role: (1) supporting the education of graduate students by allowing them to earn course credit by participating in practical and clinical training preparing them to work more independently when placed in off-campus sites and (2) providing community partners and community members with needed services and resources. A few of these on campus centers are mentioned below.

The Center for Assessment and Evaluation Services
The Center supports collaborations with Wood County Educational Service Center, schools, justice system, service agencies, and community partners on a variety of assessment and evaluative services. The Center has also evaluated safety/security programs, alcohol and other drugs prevention programs, school-based mental health counseling, and early childhood programs.

The Center for Family and Demographic Research
The Center’s primary function is to facilitate interdisciplinary research on policy-relevant issues relating to the health and development of children, adolescents, and families and have conducted community needs assessments, developed web-based surveys, and school-based program evaluations.

The Institution for Psychological Research and Application
The Center is a broad-based interdisciplinary research institute that offers a wide range of professional services to organizations in both the private and public sectors. Students work with faculty members in a supervised fashion to provide research and consulting services to for-profit and nonprofit organizations.
The Martha Gesling Weber Reading Center
The purpose of the Center is to support programs to provide personalized, research-based reading assessment and intervention for struggling readers and authentic instructional experience for the University’s reading education candidates. The mission includes creating a safe, encouraging, nurturing, supportive environment where children and the wonders of reading connect.

The Speech and Hearing Clinic and Auditory Clinic
The BGSU Speech and Hearing Clinic offers state-of-the-art diagnostic and therapeutic speech, language, and hearing services while acting as a training facility for master’s- and doctoral-level speech-language pathologists. The Center has also instituted more community outreach, including participating in health fairs and free speech & hearing screening events.

The Wood County Reentry Coalition
The Center collects information from county providers that either directly assist individuals returning to the community after a period of incarceration or have services and programs that could improve their reentry success probabilities.

(Word Count 474)
CURRICULUM – IMMERSION LEARNING & PROFESSIONAL DEVELOPMENT
CARNEGIE COMMUNITY ENGAGEMENT CLASSIFICATION 2015
II.A.6. For each curriculum area listed below, indicate whether or not community engagement has been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available.

Two additional methods for incorporating community engagement into curricular and co-curricular experiences at BGSU are through courses associated with class trips (i.e., alternative spring breaks, etc.) and continuing education/professional development outreach.

BGSU has supported courses associated with class trips, like alternative spring breaks, with a primary mission to reciprocally engage community partners to work on a particular issue or problem. One such opportunity was offered to students during spring break 2013. The course, entitled Gulf Coast Ecosystems (ENVS 4930) met all semester long on a weekly basis on the BGSU campus before spending spring break at Perdido Key, Florida. When students arrived at Perdido Key, the class worked with the Florida Park System and assisted with cleanup and other projects at the epicenter of the British Petroleum (BP) oil spill. Students worked with the community to repair bird nesting fencing, remove debris, and other daily projects while attending additional class sessions on various aspects of the environment at three nearby state parks.

Many of BGSU’s Centers of Excellence (see website) have incorporated into their mission community engagement and, often times, these experiences are manifested in curricular and co-curricular opportunities for students. The Center for Developing Effective Business and Organizations has a goal to build partnerships with businesses to provide access to University data and expertise and collaboration with regional organizations to create new knowledge and innovations. The Center of Excellence for Health and Wellness Across the Lifespan’s mission encompasses outreach and “to develop and operate a “community laboratory” for health and wellness programs, projects, and translational research.” These Centers at BGSU provide continuing education and professional development outreach that, in many instances, also facilitates critical community engagement experiences for students.
Websites: http://www.bgsu.edu/coe.html

(Word Count 290)
II.A.7. How have faculty not only incorporated community-based teaching and learning into courses, but turned that activity into research to improve teaching and learning through the scholarship of teaching and learning (SoTL): publishing articles, making presentations, conducting studies of their courses, conducting workshops, etc. Provide five examples of faculty scholarship to improve, critique, promote, or reflect on community engaged teaching and learning. Also, describe how this scholarship has been supported since your last classification. (Word limit: 500)

The Center for Faculty Excellence supports the development of effective teaching, and research and assessment on teaching and learning, via workshops, learning communities, and instructional design. OSL supports SL faculty members to integrate SoTL into their teaching designs. Four of the five examples below are connected with SLFLC members.

Dr. Mary Murray, Associate Professor, School of Intervention Services, EDHD (SLFLC 07-09). EDIS 4240: Consultation and Collaboration. Her mixed methods research assessed the impact of SL experiences on undergraduate student’s dispositions and competencies resulting in three articles including the following: Curran, E., & Murray, M. (2008). Transformative learning in teacher education: Building competencies and changing dispositions. Journal of Scholarship of Teaching and Learning, 8(3), 103-118.

Dr. Jeanne Novak, Associate Professor, School of Intervention Services, EDHD. EDIS 4850: Job Coaching. Her study addressed the issue: How can teacher educators encourage preservice teachers to develop an awareness of disability issues? This work related to several lines of research including the following: Novak, J. (2010). Learning through service: A course designed to positively influence students’ disability-related attitudes. Journal of Education for Teaching, 36, 121-123. Dr. Murray & Dr. Novak then collaborated on an article highlighting recommendations for designing SL experiences to maximize the impact on preservice teachers' perceptions and attitudes toward working with students with disabilities and their families. Novak, J., Murray, M., Scheuermann, A., & Curran, E. (2009). Enhancing the preparation of special educators through service learning: Evidence from two preservice courses. International Journal of Special Education, 24(1), 32-44.

Dr. Brett Holden, Assistant Professor, Department of Theatre and Film. A&S. (SLFLC 09-11). THFM 2900: War, Film, and the Soldier Experience a general education course in A&S. Research looked at the effectiveness of the SL course components on student outcomes relevant to core concepts in film studies. He has presented his SL model at the Chautauqua Institution of New York and Walter Reed Medical Institute. Subjects under Study: Broadening the Perceptions of Future Filmmakers and Film Scholars. Journal of Film and Video, Vol. 64, No. 4 (Winter 2012), pp. 23-37.

Assistant Professors, Dr. Kate Magsamen-Conrad (SLFLC 12-14) & Dr. Dr. Lisa Hanasono (SLFLC 13-15) from the School of Media and Communication, A&S. have collaborated in their
community-based scholarship. Dr. Magsamen-Conrad (http://www2.bgsu.edu/offices/mc/features/2013/10/technology_bonds.html) is partnering with the Wood County Committee on Aging where students are delivering tablet class to older adults. Research includes the impact on the seniors and impact on the BGSU students and their mastery of principles of health communication. Dr. Hanasano: COMM 3030: Persuasion & COMM 3000: Research Methods conducting research in the community for the Not In Our Town initiative about attitudes/experiences with diversity and inclusion, and the impact of the SL experience on the student researchers over time. Both faculty members have SoTL and SOE projects in development and just published a joint article: Magsamen-Conrad, K., Hanasono, L. K., Billotte-Verhoff, C. (2013). Health communication in the context of aging: The development of an Intergenerational Communication Intervention to reduce biases and discrimination. In M. Eaves (Ed.), Applications in Health Communication: Emerging Trends (pp. 101-125). Dubuque, IA: Kendall Hunt.

(Word Count 498)
CURRICULAR ENGAGEMENT – SUMMARY
Carnegie Community Engagement Classification 2015
II.A.8. 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. (Word limit: 500)

BGSU has a history of engagement with, and commitment to, our local community, and region, and beyond. We are a large, decentralized, and highly engaged university. We are confident that while our application tells the key stories of curricular engagement on our campus, that there are numerous other projects and partnerships happening in courses, in departments, in student organizations and with our alumni that are not recorded in this text. The Office of Service-Learning did not exist when we applied in 2006. A Director had just been appointed, but programs did not take place until fall 2007. The Director did not start with a blank slate. Their first job was to learn more about the programs that already existed and the faculty members who already were delivering high impact service-learning courses.

Most of us who come to community engagement work share a set of values about community voice, inclusion, and campus community partnerships engaged in shared activities to address critical community issues. At BGSU this has always been a shared vision, linked to a focus on helping our students become active citizens and exemplary professionals. The story we have told is one of survival during a very challenging economic downturn combined with clarity of vision and dogged persistence. Since 2006 we believe that the concept of service-learning/community based learning has become widely recognized, even if not fully institutionalized. We believe we have been successful in creating a community of practice for community based learning. Support for community engagement has remained consistent at the Executive level, and as generations of faculty leadership shift and change it is notable how many graduates of the OSL Service-Learning Faculty Learning Community are now in leadership positions in their departments/colleges, or have built their community engagement passions into Centers, grants programs, and in leadership roles with community partners.

While certainly the external economic environment and shifts in enrollment patterns are going to be challenging for some time, we are a University who sees a commitment to active and experiential learning as a core value. Even as we are rationalizing activities in some areas we are investing in positions and infrastructures that are vital for our future growth and also are foundational for community engagement work.

The work invested in this application is not the culmination of an institutional review; it serves as the beginning of an institutional planning process. We have identified networks we wish to convene to identify next steps. Some of this work will happen by virtue of the team of Directors now reporting to the Vice Provost for Academic Affairs, all of whom are charged with re-designing, re-energizing and coordinating work in high impact practice areas. The team is now almost complete and as is apparent from our application responses a lot of new systems are in
place in almost every sector of campus. Our real work will begin this summer as we begin to
organize for engagement based on our findings from this self-study process.

(WORD COUNT 493)
In 2006 we did not apply in the Outreach and Partnership category. However, provided below is an overview of our outreach programs and major changes since 2006. Learning centers on campus such as our Martha Gesling Weber Reading Center (started in 1946) provide significant literacy tutoring to regional K-12 students and is the home of our America Reads program. This learning center has added literacy programs since 2006 such as the Big Read (2012), Literacy Serve and Learn (2009), and The Connection to meet community literacy education needs. Programs in our colleges also provide tutoring for local schools such as the Music Plus (started 1991) instrument instruction and music composition tutoring program as well as Project PATHE (2011), a music tutoring program for students with behavioral challenges.

Our extension programs operate out of our University Outreach office, which used to be Continuing and Extended Education. Programs offered include online courses, online certifications, professional development and continuing education at the main campus as well as our Perrysburg extension facility. We are also home to the State Fire School (started in 1974) which provides professional development for emergency management personnel.

Our training programs are varied across our colleges and units. For example we provide significant teacher training and professional development in STEM and other disciplines through the Northwest Ohio Educational Technology Foundation (started 1974) and the Northwest Ohio Center for Excellence in STEM Education (created in 2002). Programs in the latter have grown significantly over the past twelve years. For example a STEM education fair called STEM in the Park (2010), history teacher professional development workshop called History Lab (2011), and STEM teacher professional development series like the Partners in Inquiry Research and Resources (2010) and iEvolve with STEM (2012). We also provide outreach to the community through evaluation services, most notably through our Center for Assessment and Evaluation Services (started in 1999) and the Institute for Psychological Research and Application (started in 1985). Responding to a recent state initiative (2013-present), CAES has collaborated with Ohio school districts to develop state Straight A Fund grant projects. This grant program is the largest statewide competitive innovation fund in the history of American education. CAES collaborated in the conceptualization, writing, and now facilitation of evaluation and professional development services for three of the winning grant applications in the 2014 funding round. Additionally, CAES assisted K-12 teachers and administrators with the new Ohio Teacher Evaluation System (adopted 2012) which emphasizes assessment and student growth.

BGSU at Levis Commons website: http://outreach.bgsu.edu/levis/
Northwest Ohio Educational Technology Foundation: http://www.nwoet.org/
Northwest Ohio Center for Excellence in STEM Education: http://cosmos.bgsu.edu/
State Fire School: https://www.bgsu.edu/state-fire-school.html

WORD COUNT: 446
II.B.2. What changes have taken place regarding institutional resources (co-curricular student service, work/study student placements, library services, athletic offerings, etc.) that are provided as outreach to the community? Describe examples of representative campus resources (word limit: 500):

BGSU has always played a major role in our town. It is the largest employer in our county, and our athletic programs, cultural enrichment opportunities, and libraries are regularly accessed by our neighbors, local schools, governmental and non-profit partners, and residents throughout the region. Our investment in public access to our resources and services has been consistent, and has grown as we have built new facilities and programs.

At BGSU, you can hear a world class music performer as part of our Festival Series, audition for one of our choruses, support our athletic teams, or see your high school team play in a state of the art basketball facility. You can learn to curl at our ice arena or access both free/low fee skate times designed to introduce families and children to skating. You can visit our art galleries, bring your class, or have your k-12 students submit artwork for the summer art show which highlights local artists of all ages.

In 2009, the Athletics department commissioned an assessment of the economic impact of our athletic programs. They estimated that the local economy is impacted to the value of $15 million. Our Arts programs, with the Northwest Ohio Arts Exchange (NWoAX), and the Center for Regional Development, conducted and assessment of the economic impact of the arts in our region. The research was groundbreaking and brought new attention to arts as a driver of regional development in our region.

Our University Libraries invest resources in making their collections available to the local and state community through reference tutorial programs with regional high school students, lending books to the public and via OhioLink, and storing archives for various academic and community purposes such as the Historical Collections of the Great Lake. Although our Popular Culture Collection is one the great treasures in the country and much visited by both researchers and enthusiasts.

For many members of the community they interact most with BGSU students when they encounter them as volunteers in the community. In 2005, BGSU, in collaboration with 20 local agencies brought an AmeriCorps Program to Wood County. From 2005-2007, 86 AmeriCorps members served in our region, and 64 of them were BGSU students. OSL worked with AmeriCorps members through 2010. In 12-13, OSL engaged 246 local agencies as sites for community service for BGSU students in service-learning courses or organized service activities. In our last reporting year for the President's Higher Education Honor Roll, 10,900 BGSU students engaged in community service contributing an estimate of 84,000 hours of service. Federal Work Study for Community Service is one of the key ways BGSU impacts literacy in our local community. Tutors (75) in our America Read’s program managed by the Martha Gesling Weber Reading Center contributed more than 12,000 hours of service to tutor 700, K-12 students in 2012-2013. BGSU consistently exceeds the federal minimum for FWSCS.

WORD COUNT: 480
**CURRICULAR ENGAGEMENT – OUTREACH & PARTNERSHIPS – PARTNERSHIP GRID**  
**CARNEGIE COMMUNITY ENGAGEMENT CLASSIFICATION 2015**

**Partnerships**

II.B.3. Describe representative new and long-standing partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships). Please follow these steps:

- Download the Partnership Grid template (Excel file) and save it to your computer;
- Provide descriptions of each partnership in the template; and then,
- Upload the completed template here.

**SUMMARY LIST**

1. Joint Visioning Task Force
2. Project Homeless Connect
3. Common Core
4. Wood County Reentry Coalition
5. Toledo School for the Arts
6. Center for Regional Development
7. Wood County Committee on Aging
8. Campus Sustainability
9. Chapman Learning Community – Wood County Educational Service Center
10. Campus Works
11. Village of Ottawa
12. Music Plus
13. Old South End Murals
14. Not in Our Town
15. Art Bearing Witness
PARTNERSHIP GRID EXAMPLE 1: Joint Visioning Task Force

**Name of the Activity**
Joint Visioning Task Force

**Community Partner**
City of Bowling Green

**Institutional Partner**
Office of the President/Bowling Green State University

**Purpose of Activity**
The purpose was to enhance collaboration between the University and Community with the following agreed upon vision, "Bowling Green and Bowling Green State University strive to build a university-community partnership that is recognized across the State of Ohio and the nation." The committee consisted of 56 members including: BGSU President, Mayor of Bowling Green, faculty members, key administrators, religious leaders, business owners, non-profit leaders, retired faculty, local government representatives, local publication representatives, and local school officials. There were 33 BGSU members and 33 community members as part of the committee. Sub committees were formed to address the critical issues shared by the University and City. The sub committees focused upon Education, Regionalism, Downtown and Economic Development, Infrastructure, Relationship Building, and Neighborhoods and Corridors.

**Length of Partnership**
2 years

**Grant funding**
None

**Student Involvement**
2- One undergraduate and one graduate student. The graduate student was, and continues to be an elected City Council member.

**Faculty involvement**
33- There were six faculty members and two emeritus faculty members on the committee. Twenty-five staff members also served representing their areas of responsibility on campus. Note that given the geographic location of BGSU many faculty and staff members involved in the Task Force were also residents of Bowling Green, bringing unique perspectives to the work.

**Institutional Impact**
The task force developed a list of short-term and long-term priorities and they provide a road map for future activities. One goal has already been achieved in the creation of a joint City of Bowling Green and University Visitors Center. The University and the BG Convention and Visitors Bureau staff the center and draw upon the talents of our students in the travel and tourism program to develop programs and actives. Since BGSU is located at the I-75 exit for the
city, the new facility creates a shared portal into our community. The Education Committee initiated a survey of BGSU campus-community partnerships in spring 2013, and identified 78 current partnerships with groups, agencies, and projects in the Bowling Green and Wood County area. As Bowling Green is the County seat there are many entities that are located in Bowling Green but serve all of Wood County. The survey was a collaboration between the BGSU Center for Assessment & Evaluation Services and the Office of Service-Learning. This survey project served as a pilot, subsequently resulting in the appointment in fall 2013 of two Faculty Associates serving with the Office of Service-Learning/Office of the Provost to develop an institutional assessment process for campus community partnerships.

**Community Impact**
The Education Committee planned the first community-based Volunteer and Community Partnership Fair in May 2013, mirroring the BGSU campus-based fair which takes place annually in September. The fair was hosted by Bowling Green High School and was scheduled to coincide with the American Cancer Society’s Relay for Life. BGSU Office of Service-Learning took the lead on organizing the event in partnership with the Wood County Volunteer Administrator’s Coalition (a network convened by BGSU and the United Way of Wood County). The goal was to engage more community based volunteers in local organizations. The Task Force also created new pathways for communication resulting in greater community access to campus resources and vice versa. For example, one of the Task Force priorities was a Buy Local Campaign. Connections made during the Visioning process helped connect community entities with a service-learning course in Public Administration that took on the creation of the campaign. The project was highly successful and resulted in co-funding of a student internship to sustain the project.

**Documentation (not to be loaded into Partnership Grid)**
- Visioning Team list: R:\OSL\Management\Carnegie\Application data and responses\DRAFT Responses\II.B.3 Partnership Grid
- BG Buy Local https://www.facebook.com/BuyLocalBuyBG
PARTNERSHIP GRID EXAMPLE 2: Project Homeless Connect

**Name of the Partnership**
Project Homeless Connect

**Community Partner(s)**
Behavioral Connections, Broken Chains Church, City of Bowling Green, Continuum of Care Wood County (Home Aid), Habitat for Humanity of Wood County, Job and Family Services of Wood County, St Mark’s Lutheran Church, The Cocoon Shelter, United Way of Wood County, Wood County Area Ministries, Wood County Health District, Wood County Reentry Coalition, Wood Lane, WSOS Community Action, Salvation Army of Northwest Ohio

**Institutional Partner(s)**
BGSU Student Print Society, College of Health and Human Services/Center for Excellence Health and Wellness Across the Lifespan, Department of Criminal Justice, Department of Social Work, Office of Service-Learning, WBGU-TV

**Purpose of Partnership**
Project Homeless Connect (PHC) was designed to provide immediate goods and services to homeless individuals and those nearing homelessness. PHC provides basic needs and critical services in one day at one location. Along with providing valuable and necessary services to help alleviate homelessness, an additional positive outcome for service providers is the opportunity to network with different agency members, and reinforce relationships, collaborations, and partnerships. On October 16, 2013, Wood County, Ohio held their first PHC at St. Mark’s Lutheran Church in Bowling Green, Ohio. Planning for PHC began in April of 2013. There were six primary goals for this inaugural event, 1.) Serve 100 to 200 individuals and families at-risk, low-income, and homeless or nearing homelessness; connect individuals and families with immediate access to local services. 2.) Host 20 to 40 service providers; services include: hot meal, clothing, haircuts, medical care, dental care, mental health services, substance abuse services, IDs, housing, legal information, employment services, and information to access services. 3.) Recruit 200 volunteers (2-3 Chairs, 10 Subcommittee Chairs, 10 Co-Chairs, 27-30 committee members, 100+ event volunteers). 4.) In addition to the annual Point-In-Time Count, PHC served as another access point to gather quantitative and qualitative data for people experiencing homelessness; Promote awareness of the 2014 Point-In-Time Count to best prepare and obtain an accurate snapshot of Wood County homelessness needs. 5.) Increase Home Aid awareness, provider membership, and program coordination. 6.) Increase awareness and support of health and human services available in Wood County. BGSU faculty and graduate students developed a system of data collection at the inaugural Wood County Project Homeless Connect (PHC) event in October 2013 to determine the specific characteristics and demographics of individuals or families visiting each specific provider that was represented. This system enabled providers to have a better understanding of current needs in the community. The BGSU team from the Master’s program in Criminal Justice (MSCJ) also created registration and intake data instruments, a Welcome Prezi video outlining the procedures for the event for participants, conducted the data analysis, and wrote the final report for Project Homeless Connect. Beyond the evaluation and research partnership, BGSU MSCJ students and Social Work students also volunteered in various capacities for PHC.
Additionally, Dr. Janet Ballweg’s Screen-printing course (ARTS 3350) printed the volunteer t-shirts for the event. The T-Shirts served as the main visual organizer for visitors on the day about who to go to for what forms of referral and support.

**Length of Partnership**
18 months  
**Spring 2013** – Planning team meets and begins preparing for fall event  
**Fall 2013** – October 16, 2013 first ever PHC event in Wood County

**Grant Funding**
United Way in Wood County, $4,000

**Student Involvement**
50 - There were graduate and undergraduate students who worked for a full semester on this project as well as volunteering on the day of the event.

**Faculty involvement**
12- There were four faculty members from the College of Health and Human Services that were directly involved in the planning, implementation, and evaluation of this event. Additionally one faculty member from the School of Art collaborated with the event to have her service-learning class work with the event to produce screen-printed t-shirts. The remainder were general volunteers on the day of the event.

**Institutional Impact**
The event provided students with the opportunity to deepen their understanding of homelessness and poverty. Additionally, it helped to educate about the preconceptions individuals have about homelessness and poverty in rural settings compared to urban settings. Students were also applying their classroom skills whether through a graduate level service-learning course in social work or through an art based service-learning course in screen-printing. Lastly, the knowledge that resulted from the assessment of the event and the status of homelessness in Wood County will be used for future educational purposes. In particular, the forms and mechanisms created for the intake and assessment processes by the Criminal Justice students received very positive feedback from agency partners and will contribute to revisions of processes in other venues.

**Community Impact**
The goals mentioned in the purpose statement were fulfilled or exceeded. The Criminal Justice research team compiled the final report, which included the impact figures and data. To illustrate, 250 adults and children came through the entrance to the event, 41 providers were present, 265 individuals served as volunteers and/or providers during the planning stages and on the day of the event. Data were gathered through intake forms at the event on 145 individuals and then entered into the Homeless Management Information System through WSOS Community Action Commission, Inc. The successful execution of the PHC event in Wood County was contingent upon having numerous providers in one location. This was
accomplished, thereby expanding the awareness of the mission of Home Aid Coalition in Wood County. Evidence to support this goal was three-fold and involved all parties to the event: 93% of guests reported receiving the services and provisions for which they came, 88% of volunteers gained knowledge of where to turn to for help should they or someone they know become at risk for homelessness and 100% would volunteer again for PHC, 39% of providers reported their idea of what homelessness is and who might be involved changed as a result of PHC and 100% of providers would attend PHC in the future. The other data gathered for the report demonstrated individual service-provider figures. With this information, the community partners can better address the needs of individuals facing homelessness and determine next steps for providing services. Final Report: https://www.dropbox.com/s/ukyla4yb27m21bz/FinalReportPHC2013.pdf

**Documentation (Not for Grid)**

- PHC Facebook page: https://www.facebook.com/projecthomelessconnectwoodco
PARTNERSHIP GRID EXAMPLE 3: Common Core for Reasoning and Sense-Making

Name of Partnership
Common Core for Reasoning and Sense-Making (CO²RES): Elementary and Secondary

Community Partner
- Ohio Board of Regents (Grantor)
- Sandusky City School District (Hancock Elementary, Sandusky High School, Venice Heights School, Osborne Elementary, Ontario Elementary)
- Danbury School District (Danbury Middle School, Danbury High School)
- Huron City School District (Woodlands Intermediate)
- Perkins Local School District (Perkins High School, Meadowlawn School, Briar Middle School)
- Margaretta School District (Margaretta High School)

Institutional Partner
- Dr. Jonathan Bostic, Assistant Professor, Math Education
- Dr. Gabriel Matney, Associate Professor, Math Education
- Dr. Daniel Brahier, Professor, Math Education
- Diane Mott, Instructor, Mathematics
- COSMOS
- College of Education and Human Development

Purpose of Partnership
In 2010, the State of Ohio adopted the Common Core Standards for Mathematics, which required math education teachers to substantially modify their curriculum and teaching pedagogy. The Common Core for Reasoning and Sensemaking partnership was created as a way for BGSU to help elementary and secondary teachers with much needed professional development. The training was focused on helping teachers understand the standards, giving teachers the opportunity to test classroom experiences and methods, and utilize manipulatives technology for developing supportive teaching and learning environments. Additionally, the lesson plans that the teachers developed are available to the public on the program website for other teachers to utilize. K-12 student learning assessment was built into the design. The 13-14 AY expanded the recruitment area for teachers to other parts of the state. 22 teachers were part of the secondary track and 24 teachers were part of the elementary track.

Length of Partnership
3 years
- March 2011 – 24 teachers begin the secondary program
- January 19, 2012 – $159,666 funding secured from Ohio Board of Regents Improving Teacher Quality Grant.
- Spring 2012 – Participating teachers attend four training sessions.
- October 27, 2012 – Participants present their work at NWO Symposium on STEM to fellow STEM educators. Approximately 150 attendees.
- January 18, 2013 – Notice of continuation of funding from OBR for $176,709 for AY 13-14

Funding (specifically grant funding)

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<th>BGSU Match Amt.</th>
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PARTNERSHIP GRID EXAMPLE 3: Common Core for Reasoning and Sense-Making

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OVERALL TOTAL: $600,592

**Student Involvement**
46 pre-service teachers attended the 2012 NWO Symposium on STEM at which the teachers of Common Core presented.

**Faculty Involvement**
4- They created the curriculum and delivered the training to the school teachers.

**Institutional Impact**
BGSU recognized by the State of Ohio and national professional organizations as a leader in Common Core curriculum teacher training and pedagogy. Selected as the continuing education location by teachers and help build/sustain reputation for continuing teacher education.

**Community Impact**
Impact included: the production of much needed Common Core curriculum materials for Ohio math teachers, the training of Ohio math teachers on how to effectively meet the Common Core standards for Reasoning and Sense-making, and the sharing of resources produced by teachers with a wider state audience of teachers as well as pre-service teachers at BGSU (website, presentations, and NWO Symposium for STEM).

**Documentation**
- BGSU Marketing and Communications March 11, 2013 Article about Common Core
  [http://www2.bgsu.edu/offices/mc/features/2013/03/improving_teacher_quality.html](http://www2.bgsu.edu/offices/mc/features/2013/03/improving_teacher_quality.html)

- CO^2RES: Secondary Final Report
  [R:\OSL\Management\Carnegie\Application data and responses\Completed Reports from Key Informants\College of Education\Common Core for Reasoning and Sense Making](file://R:\OSL\Management\Carnegie\Application data and responses\Completed Reports from Key Informants\College of Education\Common Core for Reasoning and Sense Making)

- CO^2RES: Secondary and Elementary Website
  [https://sites.google.com/site/engaginginco2res/](https://sites.google.com/site/engaginginco2res/)


- 2012 COSMOS Annual Report

- 2013 COSMOS Annual Report
• Website for program featuring lesson plans/curriculum materials developed by participating teachers: https://sites.google.com/site/engaginginco2res/


• Matney, G. & Bostic, J. (2012, October) The Big Core Theory: Teaching and Learning the Common Core. Ohio Council of Teachers of Mathematics, Columbus, OH.


• Participating elementary and secondary teachers earned 1 credit for their participation in four meetings during Spring 2012 semester.
Name of the Partnership
Wood County Reentry Coalition

Community Partner
Wood County Reentry Coalition

Institutional Partner
College of Health and Human Services

Purpose of Partnership
The purpose of the reentry coalition is for developing a sustainable post-release system of care serving Wood County's returning citizens and their families. Three BGSU faculty members and several graduate assistants have partnered with the coalition to collect information from county providers that either directly assist individuals returning to the community after a period of incarceration or have services and programs that could improve their reentry success probabilities. The results from this study have been published in the Reentry Resource Guide and Assistance Directory available in hard copy or online, also developed and maintained by BGSU colleagues and students. In addition, Wood County inmates whose expected release dates from Ohio Department of Rehabilitation and Corrections’ facilities occur within the next two years are currently being surveyed concerning their reentry needs in order to assist local agencies and organizations with their current and future planning efforts for programs and services for this population. A preliminary report was just presented to the Wood County Reentry Coalition’s quarterly meeting this past January 2014.

Length of Partnership
Partnership began in 2012 and has been ongoing for two years.
- **August 2012** - Phone interviews started with Wood County Service Providers
- **March 2013** – Phone interviews ended with Wood County Service Providers
- **May 2013** – Student led interviews of inmates begin and are ongoing
- **January 2014** – Preliminary report provided to Wood County Reentry Coalition
- **May 2014** - Submission of BJA Second Chance Act application

Grant Funding
$1400 - internal grant from College of Health and Human Services in 13-14

Student Involvement
10 - Four students sat or currently sit on at least one of the WCRC’s committees and an additional six students have been involved in the data collection and reporting activities for either the services offered in Wood County survey that are contained in the Reentry Resources Guide and Assistance Directory or the inmate interviews.

Faculty involvement
3 faculty members were involved.

Institutional Impact
Graduate students are involved in research projects, which provide much needed experience for post-graduation job placement. The community and personal networking, brokering, and advocating skills
learned by students will be invaluable and a definite advantage to participating BGSU students that is unmatched in most, if not all, US colleges and universities offering similar degree programs. Cross-discipline opportunities could also be available and encouraged. For example, having students from Computer Science or related field create resource mapping systems that connect services and programs to individuals with just a few selections from drop-down menus; business students can run budget training sessions for the formerly incarcerated and their families; and education students could offer parenting classes, to name a few enhanced opportunities for BGSU’s partnership with WCRC. The College of Health and Human Services listed in their 12-13 Strategic Plan a Community Engagement priority to “Provide space and start-up funds for the Criminal Justice Reentry Resource Center, part of the Wood County Reentry Coalition;” indicating institutional commitment to sustaining the partnership.

**Community Impact**

The Director of the Wood County ADAMHS Board put it best in his letter in support of a SAMHSA grant from last year, “When BGSU became involved with the Wood County Reentry Coalition, I thought this partnership would contribute much by way of research, data collection, and expertise to develop programs and solutions to address the offender reentry challenges we face in our county. Your dedicated work in bringing together key treatment providers, conducting a service assessment for Wood County, and preparing this grant proposal confirm my confidence in BGSU.” In our continued partnership, we hope to provide the research and technical support to assist the county’s behavioral health and criminal justice entities in providing effective, evidence-based treatment and recovery support services for formerly incarcerated persons and their families.

**Documentation**

- Upcoming articles and presentations to be made when data collection is complete
**Name of the Partnership**
Toledo School for the Arts

**Community Partner**
Toledo School for the Arts

**Institutional Partner**
College of Education and Human Development  
School of Art  
College of Musical Arts

**Purpose of Partnership**
The College of Education and Human Development, College of Musical Arts, and the School of Art at BGSU entered into a formal academic affiliation agreement with the Toledo School for the Arts in November of 2007. The purpose of this agreement is to provide a unique laboratory setting to explore the interdisciplinary impact of arts integration with STEM Education and other subjects. Toledo School for the Arts serves as a host site for practical demonstrations of BGSU teaching methods, education technology, clinical field experience, and other teaching practices. The intent of the partnership is to increase academic research and cultural collaborations and exchanges between the two schools with benefits to both student populations and campus communities. While TSA serves as a host site for BGSU students, BGSU also serves as a host site for TSA students to be involved in academic related arts activities and programs. Activities that took place in the 2012-2013 year fit into a variety of categories: joint performances, workshops for students and faculty, training for faculty and students, advisory board membership, shared grants, joint research, artwork donations, and community art projects.

**Timeline of Partnership**
Six years
- November 2007 – Formal partnership agreement signed
- 2012 – Formal partnership renewed until 2017
- October 2012 - ARTS 3350 Screenprinting class did a Service-Learning project with TSA

**Grant funding**
None

**Student Involvement**
23 students participated through service-learning classes, placement, and other activities (7 students from the College of Education, 16 students from Janet Ballweg’s service-learning class ARTS 3350)

**Faculty involvement**
16 – 15 faculty members and one staff member designated as the BGSU coordinator of the partnership.

**Institutional Impact**
TSA provides contextual learning opportunities for our students through classroom observations, methods and student teaching experiences. TSA also provides artists-in-training for many of our events. This increases exposure for their school, and enriches the experience of visitors to our campus. Outreach efforts between BGSU and TSA enable community members to access resources provided by both institutions. This motivates faculty to produce high quality experiences, drawing on the expertise
of members of each respective institution. BGSU faculty are able to practice their crafts, provide consultation, and conduct research on-site at TSA.

**Community Impact**
TSA, BGSU and the surrounding communities continuously enjoy programs and activities related to the partnership. Each institution works to support the other with resources (non-financial) and experiences to enrich the other. This impacts the community, both by supplying graduates from both institutions who are better developed and prepared to serve because of the relationship, and by providing rich learning experiences within the context of arts and entertainment on both campuses. Additional impact is felt by the community due to the various mural projects affiliated with the partnership. Community members take pride in the art and it has helped to bring communities together. A quote from the TSA partnership coordinator, “More complex impacts include our students’ performance and technical skills being made stronger each year again through BGSU guest artists or long-term private lessons from BGSU faculty. These help our students prepare for college auditions at BGSU and beyond”.

**Documentation**
- Academic Affiliation Agreement on file share: R:\OSL\Management\Carnegie\Application data and responses\DRAFT Responses\II.B.3 Partnership Grid\5 TSA
Name of Partnership
Economic Impact of the Arts

Community Partner
Ohio Citizens for the Arts
Northwest Ohio Arts Exchange (nWoaX)

Institutional Partner
School of Art
Center for Regional Development

Purpose of Activity
The partnership we wish to highlight involves the BGSU School of Art and the Center for Regional Development (CRD) in partnership with the Ohio Citizens for the Arts (OCA) and Northwest Ohio Arts Exchange (nWoaX), two of the leading arts advocacy groups in the state of Ohio. The purpose of this partnership was to demonstrate the economic impact the “creative industries” have on the State of Ohio. Together these entities have created an ongoing partnership addressing the economic impact of the arts in our region and state, providing evidence of the coming impact of the arts to secure resources for arts based agencies and organizations, and to highlight the arts as a driver for community development and economic growth. The CRD’s mission is to design and implement innovative and pragmatic solutions to a wide variety of regional challenges. The Arts have developed as a Center for Excellence at BGSU and with leadership from the Director of the School of Art they have done much to forge strong and lasting relationships among arts organizations, governmental entities, and nonprofit partners and grass roots artists. The collaboration between these two programs has made a great contribution to the vitality of our regional arts community and to the value placed on the arts in our state. It also demonstrates how on-campus networks can be leveraged to better meet the needs of community partners.

In 2007, CRD published “Arts and Economic Prosperity: Economic Impact of Creative Industries in Northwest Ohio,” a report compiled at the request of the Northwest Ohio Arts Exchange, exploring the impact of the arts and creative industries on northwest Ohio. That report was released in October 2007 at an event featuring Ohio First Lady Frances Strickland and attended by hundreds of arts educators, administrators, and advocates. In 12-13, the study was updated resulting in the production of “Ohio's Creative Economies.” This research estimates the economic contribution made by the creative industries in Ohio. It details the employment, output, and tax impacts. It finds that the creative industries account for a significant portion of the growing economy and have distinct influence on firm attraction and retention efforts. The project partners agree that these studies raise awareness and increase recognition of the value of the arts in Ohio, providing positive recognition for the state as a whole, emphasizing Ohio as a vibrant center of art, design, culture, and entertainment—in short, a creative state. “The creative industries,” according to Americans for the Arts, “are the high-octane fuel that drives the ‘information economy,’ the fastest growing segment of the nation’s economy.”
**Length of Partnership**
5 years. 2007 - 2013.

**Grant Funding**
$10,000 grant from the Ohio Council for the Arts

**Student Involvement**
2 Graduate Research Assistants

**Faculty involvement**
2 faculty researchers
1 faculty member, Board member Ohio Citizens for the Arts

**Institutional Impact**
This partnership was campus collaboration with a state organization that led to restoration of funding for the arts. This greatly impacts the institution because there are more funds available for collaborative art partnerships, which is a notable feature of the Center of Excellence in the Arts. These partnerships provide BGSU with rich learning opportunities for students to participate in service-learning, internships, and major-related coursework.

**Community Impact**
This study was used by OCA as a tool in advocating with the legislature for the restoration of funding to the Ohio Arts Council, with success. Additionally, local art organizations, such as the Arts Commission of Greater Toledo are impacted by higher funding levels for the arts and they can continue to offer art services such as their Youth Artists at Work program, which provides summer employment in the arts for high school students.

**Documentation**
Ohio Citizens for the Arts: http://www.ohiocitizensforthearts.org
Financial impact of the arts info graphic:
Final Report on the Impact of the Arts:
PARTNERSHIP GRID EXAMPLE 7: Wood County Committee on Aging

Name of Partnership
Wood County Committee on Aging – Joint Use Agreement

Community Partner
Wood County Committee on Aging

Institutional Partners
College of Health and Human Services
Center for Health and Wellness Across the Lifespan

Purpose of Partnership
The College of Health and Human Services and the Center of Excellence in Health and Wellness Across the Lifespan has a long established partnership with the Wood County Committee on Aging (WCCOA). This partnership was officially recognized in 2005 with a 15 year Joint-Use Agreement. This agreement enabled the appropriation of $500,000 State of Ohio capital improvement funds for the use of WCCOA to construct the Wood County Senior Kitchen that provides congregate and home delivered meals for older adults in Wood County, Ohio. This agreement in turn provides the “use of WCCOA’s facilities and certain of its other on-site resources to the faculty and students of the College of Health and Human Services for the joint establishment and/or betterment of a community site for BGSU students and collaborative research projects for faculty.”

Timeline of Activity
12 years

- 2013 – Drs. Magsamen-Conrad and Orel submit grant applications to the National Institutes of Health focusing on “Intergenerational Communication Intervention: It’s for Your Health” – a program that will involve undergraduate students at BGSU and participants at the Wood County Committee on Aging.
- 2010 – Orel, Stelle, Watkins, and Bunner published in Applied Journal of Gerontology (“No One is Immune”)
- 2008 – 2010 – Orel elected President of the Wood County Committee on Aging’s Board of Trustees. Continues to serve as member of Executive Committee
- 2008 – Conference held on “HIV/AIDS and Older Adults” at the Perrysburg Senior Center. Co-sponsored by the Area Office on Aging of Northwest Ohio and the Toledo/Lucas County Health Department.
- 2007 – funding received through the Bowling Green Community Foundation for a conference titled “Sexuality in Middle and Later Adulthood.”
- 2007 – funding from the BGSU Partnership for Community Action Support Grant Program enabled the Gerontology Program and the Wood County Committee on Aging to plan/conduct a workshop titled “Sexuality, Medication, and HIV/AIDS and the Older Adult.”
- 2006 – BGSU’s Gerontology Program received the Community Service Award from the Ohio Association of Senior Centers in recognition of their commitment to serving older Ohioans.
- 2005 – Service-learning course conducted research (data collection and analysis) focusing on older adults and Baby Boomers’ perceptions of current and anticipated programs and services available at the Wood County Senior Center.
- 2005 – Joint Use Agreement established
2002 – funding from the BGSU Partnership for Community Action Support Grant Program enabled the Gerontology Program and the Wood County Committee on Aging to develop social inclusion activities for older adults with developmental disabilities in Wood County Ohio.

### Grant funding

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<th>AY Year</th>
<th>Program</th>
<th>External</th>
<th>Internal BGSU</th>
<th>TOTAL</th>
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<tr>
<td>2006-2007</td>
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<td>Conference</td>
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<td>2001-2002</td>
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<td></td>
<td>OVERALL TOTAL:</td>
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<td></td>
<td>$504,500.00</td>
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</table>

### Student Involvement

The partnership with the Wood County Committee on Aging has provided numerous opportunities for BGSU students. During 2012-2013, it is estimated that approximately 100 unduplicated students have been actively involved in the development and implementation of programs/services for participants attending the seven senior centers of the Wood County Committee on Aging. Additionally, during 2012-2013, approximately 10 students completed their capstone experience (internships) at the Wood County Committee on Aging. Each capstone is a minimum of 400 hours per student. Since the beginning of the 2005 Joint-Use-Agreement with the Wood County Committee on Aging, approximately 1500 students have been actively involved in evidence-based projects, service-learning projects, and capstone projects.

### Faculty involvement

All faculty/adjunct instructors within the Gerontology program (6) were actively involved with the Wood County Committee on Aging during 2012-2013. In addition to the Gerontology faculty’s involvement, a faculty member from the Department of Communication has collaborated with faculty in the Gerontology program to develop programs focusing on health communication. Since the beginning of the 2005 Joint-Use-Agreement with the Wood County Committee on Aging, more than 10 faculty from BGSU have been actively involved with the Wood County Committee on Aging.

### Institutional Impact

Undergraduate students are involved in an evidence-based projects, which provide much needed experience. The community and personal networking and advocating skills learned by students are invaluable. Graduate students’ research and the findings of this research have improved programs and services offered at the Wood County Committee on Aging. Examples of titles of graduate students’ research include “The effects of exercise program on level of well-being among homebound elders,” “Nutritional assessment of individuals who utilize services through the Wood County Committee on Aging,” and “Psychosocial benefits of caregiver support groups offered through multipurpose senior centers.”

### Community Impact

There are numerous benefits for middle-aged and older adults who participated in the No One is Immune project, most importantly is the reduction is the incidence of HIV and other sexual transmitted infections among this population. The funding that was secured helped to build a kitchen at the Senior Center in Bowling Green. Ground was broken March 31, 2006, and the new 5400 square foot, state of the art Production Kitchen went into operation on January 3, 2007. Since that time average daily
meals produced are at 850+ and WCCOA has never had to resort to a waiting list for nutrition services. In 2013, the Wood County Committee on Aging served 186,510 meals to 3,017 older adults throughout the County. It should be noted that 749 of these people are home-delivered meal clients (who received 96,037 meals, 57% of the total served).

**Documentation**

- Denise Niese

Name of Partnership
Campus Sustainability

Community Partner
City of Bowling Green
Wood County Solid Waste Management District/ Wood County Commissioners
Black Swamp Conservancy

Institutional Partner
Office of Campus Sustainability

Purpose of Partnership
The Office of Campus Sustainability has operated at BGSU since fall, 2008 as part of the Campus Operations area. The overall mission of the office is to make BGSU a more environmentally sustainable institution through collaboration with all areas of campus, which is accomplished through the three main goals of waste reduction, reduction of emissions, and education/outreach. All three of these are demonstrated through regular and special service learning opportunities for the institution and community with resulting positive impacts. The fiscal year 2012-13, represented another increase in student participation engagement in sustainability initiatives. Programs with campus and community impact included: Green Tailgating (recycling and education at home football games), Black Swamp Arts Festival Waste Reduction (partnering with committee to ensure placement of receptacles and waste reduction education), When you Move Out Don’t Throw it Out (repurposing students’ reusable materials instead of throwing it out), Friday Night Lights (weekly energy conservation team of students who shut off lights across campus), and Recyclmania (campus recycling and waste reduction competition that BGSU competes every year). Additionally, in 2012 BGSU teamed up with the City of Bowling Green to compete for a grant that would allow for three electric vehicle energy stations to be installed on campus as well as three in the City of Bowling Green. By teaming up we greatly increased our competitiveness and were subsequently awarded the grant with charging stations installed. This type of partnership is also representative of the work Campus Sustainability does on a regular basis with the local community.

Length of Partnership
5 years
- 2008 – Office of Campus Sustainability created
- October 2012 – President Mazey signs American Colleges and Universities Presidents’ Climate Commitment

Grant Funding

<table>
<thead>
<tr>
<th>AY Year</th>
<th>Program</th>
<th>External</th>
<th>Internal BGSU</th>
<th>TOTAL</th>
</tr>
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<td>State of Ohio –</td>
<td>BGSU Match –</td>
<td>30,000</td>
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</table>
Institutional Impact
Certainly the programs referenced in the purpose statement have the collective impact of reduction of waste, which is a university goal. Since BGSU pays for waste to be taken to the landfill by weight, there is a financial savings when waste is reduced. Additionally, there is a positive environmental impact. Reducing waste that goes to the landfill also has the effect of reduction of emissions, specifically methane gas, which is generated at that landfill and which is 20 times more damaging to the environment than carbon dioxide in terms of climate change. Since BGSU has become a member of the ACUPCC (American Colleges and Universities President’s Climate Commitment, www.acupcc.org) it is required to achieve carbon neutrality at some time in the future, and these programs help reach that goal. In some instances, such as Friday Night Lights, there is a direct savings due to less electricity being used, as well as the reduction of BGSU’s carbon footprint (since our electricity is primarily generated by the burning of coal). In other programs, such as Green Tailgating, there is a cost savings connected to shorter hours and fewer staff being needed to perform massive cleanups around the Doyt Perry Stadium following home football games, as well as the money obtained from the marketing of the recycled commodities. Thus, the continued theme of positive impact for the environment, and cost reductions are universally demonstrated. Additionally, all of these programs have the effect of educating students, faculty and staff about sustainability which will then become part of their regular behaviors and will be taken into other areas/venues and interactions. Furthermore, especially for those students who help regularly with programs and are willing to accept facilitator or leadership positions or for those who are able to arrange an internship for academic credit through the department of their major field of study, valuable experiences are
obtained. Interns help run the programs and obtain experience in supervision, management, training, and problem-solving.

**Community Impact**
Collectively, the programs significantly reduce waste in the community. BGSU occupies a large area of the City of Bowling Green and so reduction of waste at events such as home football games that attract many community members has a direct impact on local residents and county finances. Providing an outlet for reuse and recycling for the entire community (which includes off campus students as well as non-students) reduces what is thrown out or left on curbsides, particularly at certain times of the year. For example, the WYMO program has become an established way for even large furniture items to be reused, and also becomes a platform for the sharing of information within the community about other forms of reuse and waste reduction. Many community organizations benefit significantly from the WYMO program since the majority of the collected items are provided to charities. Area shelters, for example, have reported that they obtain a large percentage of some of their material needs on an annual basis through the WYMO program. Things such as laundry soap, cleaning supplies, clothing and office supplies are expensive for non-profit organizations, which are attempting to serve an underprivileged clientele. The fact that WYMO serves over 3 dozen different charities is also remarkable, because it serves to accentuate and expand the impact throughout the community, specifically, the Bowling Green/Perrsyburg/Toledo area. The addition of the recycling program at the Black Swamp Arts Festival, which is the largest annual event in Bowling Green attracting thousands of visitors, has further integrated waste management strategies within the city limits, and models a joint commitment to environmental sustainability. The Wood County Solid Waste District helps the BGSU recycling program with an annual stipend, is concerned with, and strives to further the success of that program. Thus, all of the above programs that focus on waste reduction and recycling are also furthering the community’s goals regarding waste reduction and recycling/diversion rates also.

**Documentation**
- Information about Princeton Review top schools for sustainability: [http://www2.bgsu.edu/offices/mc/features/2013/04/the_green_list.html](http://www2.bgsu.edu/offices/mc/features/2013/04/the_green_list.html)
- Presidents’ Climate Commitment article: [http://www2.bgsu.edu/offices/sustainability/page107766.html](http://www2.bgsu.edu/offices/sustainability/page107766.html)
PARTNERSHIP GRID EXAMPLE 9: Juvenile Residential Center

**Name of Partnership**
Teen Mentors - Chapman Learning Community

**Community Partner**
Juvenile Residential Center (JRC) – Wood County Educational Service Center

**Institutional Partner**
Chapman Learning Community

**Length of Partnership**
Two years, 2011 - 2014

**Purpose of Activity**
This service-learning course represents an on-going partnership between the Bowling Green State University (BGSU) Chapman Learning Community and the Juvenile Residential Center (JRC) of Northwest Ohio/Wood County Educational Service Center. Chapman has a required service-learning course for all students and the courses are developed around a theme or issue in partnership with a community-based organization. Dr Sherona Garret-Ruffin developed the partnership with JRC based on her background in psychology and her interests in art based therapy as an effective intervention technique for use with youth populations. The JRC was interested in expanding enrichment and educational activities for their residents, and were particularly interested in opportunities for interaction with individuals close in age, anticipating that the JRC residents might relate well to near peers. They would also be around young people who had succeeded in an educational environment, and who could role model successful life coping and planning skills. The design was also based on research by Mincey et al (2008), who found that that residential participants "expressed a need for juvenile justice administration to incorporate peers as part of the treatment teams for socialization purposes" (p. 26). There was also a shared interest between the faculty mentor and staff at the JRC is using art as a therapeutic tool to promote pro-social behaviors among male young offenders 12-17 years of age. The unique aspect of this project is the direct linking of the art therapy inspired activities with the residents’ therapeutic goals. The purpose of the collaboration is to provide paraprofessional experiences for students interested in the helping professions, while providing a needs-based program for JRC. The JRC has limited staff and resources to support these kinds of programs, so Chapman also provided the materials for the project, and a supervisor with an appropriate teaching and research background to meet the safety and supervision requirements of the agency. After each JRC session, students are required to critically reflect on their experiences through written responses. Students were also required to apply course content related to theories of juvenile delinquency and ethical principles/standards of professional helpers (counselors, social workers and psychologists) to their work at JRC. Importantly, the program provides adjunctive support of the resident's therapeutic goals and opportunities for the residents to practice skills learned as part of their treatment goals in a real-world context. The Teen Mentors have provided programming for JRC for four consecutive semesters, and the partnership has been recognized for Group Excellence at the Annual BGSU Service-Learning and Civic Engagement Awards Ceremony.
PARTNERSHIP GRID EXAMPLE 9: Juvenile Residential Center

Grant Funding
None

Number of Students
28 - First year students from Chapman Learning Community

Number of Faculty
1 - faculty member

Institutional Impact
The benefits to BGSU students included: learning how the academic discipline of psychology can be used to improve human welfare, becoming familiar with ethical and legal issues that impact helping professionals, developing skills to work with diverse populations within an agency setting and learning collaboration skills. For many students it was their first direct exposure to any type of detention or incarceration setting, creating an opportunity to connect their direct experiences to larger public issues around offenders, services for young people in crisis, and the judicial and prison systems. The quality of the partnership has resulted in a sustainable program over four semesters creating stability and continuity in the educational experience, and contributing to an ongoing partnership between BGSU and several programs of the Wood County Educational Service Center.

Community Impact
The Teen Mentor's program addresses the following identified needs: the need to have role models close in age of the residents, providing strategies for residents to learn how to pro-socially relieve stress and address emotions, providing opportunities for residents to practice skills learned at JRC in a real-world context, providing opportunities to enhance self-confidence of residents and increased frustration tolerance of the residents (Personal communication, Bridget Ansberg, Director of JRC).
**Name of Partnership**
Campus Works!

**Community Partner**
Penta Career Center (career-tech high school)

**Institutional Partners**
College of Education and Human Development
  University Instructor: Dr. Jeanne Novak, Associate Professor, Special Education
Campus Partners (participating work sites)
  Advising Office, College of Education and Human Development (EDHD)
  Bowen Thompson Student Union (BTSU) Information Center
  Bowen Thompson Student Union (BTSU) Services
  Curriculum Resource Center, University Libraries
  EDHD Dean’s Office
  Gamma Phi Beta House
  Outtakes @ Carillon Place (campus convenience store)
  Stroh Sports Center
  Student Recreation Center

**Purpose of Activity**
Campus Works! is a career exploration program that provides job skills training to youth with disabilities at various sites on the BGSU campus. During Spring Semester 2012, nine high school students from Penta Career Center in Perrysburg completed a campus work experience two mornings per week for approximately 10 weeks. Students performed job responsibilities such as filing, copying, room set-up, mail delivery, stocking, general maintenance, and data entry. BGSU students enrolled in EDIS 4850 Job Coaching provided job training and support to the Penta students at their campus work experience sites. This program is an outstanding example of strong partnership development with joint exploration of goals and needs. The faculty member has built great relationships across campus and many units have developed on-going relationships with the Penta students. The addition of the service-learning component has yielded significant outcomes for the Penta program staff and the participants. The participants get the kind of mentoring and coaching that is not always available in these kinds of work experiences. It is a simple and mutually beneficial design that benefits all the partners. It has also been sustained over time and has become a well-recognized program in our community.

**Timeline of Activity**
6 years episodically - Campus Works 2012 took place in Spring Semester 2012 (January –April). The program’s first year was 2006 and took place in subsequent years 2008, 2010, and 2012.

**Funding (specifically grant funding)**
The program was not grant funded. In 2012, the College of EDHD contributed approximately $500 for the recognition luncheon.

**Student Involvement**
- In Spring 2012, 12 university students and 9 high school students participated in Campus Works!

**Faculty involvement**
Institutional Impact
BGSU students benefit from the hands-on practical experience of providing job coaching to individuals with disabilities in campus work settings. They have rich opportunities to apply the skills and competencies gained through class lecture and discussion, observe real world practices, and implement best practices in the field of supported employment. The BGSU campus community benefits by having youth perform volunteer work around campus. In addition, the presence of youth with disabilities adds to the diversity of campus and can be expected to positively influence the attitudes of campus community members toward people with disabilities as they observe the youth performing meaningful work roles.

Community Impact
Penta students gain valuable work experience with an emphasis on career planning and the development of employability and social skills. They have ongoing opportunities for interaction with BGSU students, faculty, and staff.

Documentation
Scholarly Journal Articles


National and International Presentations


4. Novak, J. & Murray, M. (October 31, 2010). Service opens the door to learning for preservice special educators. Paper presented as part of the panel Service learning and exceptional learners at the meeting of the International Center for Service-Learning in Teacher Education (ICSLTE), Indianapolis, IN.
PARTNERSHIP GRID EXAMPLE 10: Campus Works!


Local Presentation


Campus News Coverage


2. Student News Program: In spring of 2008, BG24 News aired a story on *Campus Works!* including interviews with high school and college program participants and campus employers.

Newsletter Article


Partnership Award

*Penta Career Center Collaboration Award* (2008): Award for “Helping to mold tomorrow’s future employees through the Campus Works! partnership.”
Name of Partnership
Village of Ottawa – Collaborative Research: Regionalization and Manure Feasibility Study

Community Partner
Village of Ottawa
Putnam County Educational Service Center

Institutional Partner
Northwest Ohio Center for Excellence in STEM Education (a.k.a. COSMOS)

Purpose of Partnership
The Northwest Ohio Center for Excellence aims to advance science, technology, engineering, and mathematics (STEM) education for people of all ages. Our purpose is to work with community partners to (a) generate new knowledge about the science of teaching and learning, (b) apply this knowledge by developing the expertise of K-12 educators and higher education faculty, (c) increase public support for, and understanding of, the STEM subject areas, and (d) stimulate the interest of young people, especially those in underrepresented groups, in these rewarding fields of study and career opportunities. A couple of representative community engagement programs operated by the Center are the Manure Treatment Feasibility Study and the Regional Water and Sanitary Sewer Feasibility Study. These are grant projects funded by the Local Government Innovation Fund of the Ohio Development Services Agency and are undertaken in partnership with the Village of Ottawa and the Putnam County Educational Service Center. These two projects aim to 1) address the possibility of integrating sustainable manure management practices and long-term regional development while assessing the environmental and economic context of the area of interest, 2) estimate the feasibility of applying an integrated regional water and sewer system approach as a response to growing environmental concerns and regional development, 3) expand the educational potential by including the participation of high school students in the public school districts of Putnam County in the research, development and economic analysis aspects of the students, and 4) increase teachers’ and students’ interest in real science research that could have an important impact on the development of their local communities. The Village of Ottawa contacted us during the fall of 2012 asking if we wanted to provide scientific research in collaboration with their effort to address two major issues of critical concern to their community. They also suggested that we partner with the Putnam County Educational Service Center to include a K-12 educational benefit. We responded enthusiastically, formed the 3-way partnership, participated in the development and submission of the grant proposals, and have collaborated in executing the funded grant projects. BGSU undergraduate and graduate students are learning a variety of science concepts as well as improving their ability to conduct scientific research while addressing two critically important community issues in the Village of Ottawa and the surrounding county: 1) water pollution arising from intensive animal agriculture; 2) optimizing the cost efficiency and operational effectiveness of water and wastewater treatment for the region while minimizing adverse environmental impact. These students and BGSU faculty and staff are also working with high school students in nine public school districts in Putnam County to engage those students in this research and in achieving the community
goals. All partners have met periodically to assess their satisfaction with the progress of the project. Progress reports were submitted in March 2014. For the community partners the partnership has already resulted in a successful grant application for funds to create a regional water treatment authority based, in part, on the work that of the project examining the economic feasibility of forming such an entity. We all learned that manure is a big deal in a rural community!

**Timeline of Activity**
Both projects were conceived, initiated and conducted since September 2012.

**Funding (specifically grant funding)**
Two grants of $92,310 each from Local Government Innovation Fund of the Ohio Development Services Agency (sub-award from Village of Ottawa).

**Student Involvement**
Students have filled various roles in the project with approximately 12 having participated in some way.

**Faculty involvement**
One, Dr. Bob Midden

**Institutional Impact**
These projects have created opportunities for students to learn science by participating in science research at the undergraduate and graduate level that addresses important community issues and needs. They have been able to make the direct connection between factors that impact people who live in Ottawa and Putnam County, and how science research in a university laboratory can be part of making change at the community level. An example of scientist as citizen! It has generated significant external funding that has expanded the research capacity of the institution and it has generated greater visibility and awareness of BGSU’s commitment to addressing community needs.

**Community Impact**
It has contributed to resolving a major challenge for the local and regional economy while contributing to developing a strategy that will reduce the adverse environmental impact of agriculture. It has also provided financial data and analysis that has led to the development of a regional water treatment authority that is expected to reduce costs for residents of the community while improving operational efficiency and reducing adverse environmental outcomes.

**Documentation**
The two grant proposals that were funded to provide the financial support for this project are available upon request. The two reports issued from these projects will be available at the end of March 2014.
PARTNERSHIP GRID EXAMPLE 11: Village of Ottawa – Collaborative Research


http://cosmos.bgsu.edu/reports/index.htm
Name of Partnership
Music Plus

Community Partner
Toledo Public Schools
Bowsher High School
Start High School
Rogers High School

Institutional Partner
College of Musical Arts

Purpose of Partnership
The Music Plus Program is a community outreach and service-learning project. Each year, high school band and string students from Toledo Public Schools are bussed to campus for the program. TPS music teachers from three Toledo high schools recommend students to the program who: are good citizens of their school music programs, are interested and enthusiastic musical learners, and demonstrate financial need. These are typically students who do not receive music instruction (private lessons) outside of their school setting. For ten weeks each semester, Music Plus students receive private lessons on their instruments, participate in small chamber ensemble experiences with their teachers, and participate in comprehensive musicianship classes, including aural skill development, piano classes, and composition instruction. BGSU graduate and undergraduate music education students provide the instruction. This is a tremendous opportunity for these high school students to gain musical understanding and skill on their instruments, and for our music education students to gain valuable teaching experience in different dimensions of musical instruction. A BGSU faculty member facilitates Music Plus along with graduate teaching assistants and undergraduate students. In 2012-2013, 28 TPS students participated in the fall and 17 TPS students in the spring semester. Twenty BGSU students were involved as teachers and mentors for the TPS students. At the end of the year there was a recital for parents and friends in Bryan Hall at BGSU. Students performed solos, duets with their teachers, piano solos, small ensemble pieces, and side-by-side ensemble pieces with their teachers. The recital also included six of the TPS student compositions, performed by the BGSU students.

Timeline of Activity
22 years
• 1991 – Program begins – Initially with collaboration from creative writing and drama (theatre). It has remained active on campus since that time—in one form or another! Of course now it is just run through the music education department.
• Fall 2012 and spring 2013 – TPS students participate in program

Grant funding
None

Student Involvement
20 BGSU music education and music students between the two semesters
**Faculty involvement**
1 faculty member

**Institutional Impact**
BGSU Music Education students gain music education teaching experience with high school students. The program helps to cultivate talented potential future BGSU students. Additionally, our pre-service teachers learn about teaching disadvantaged and at-risk students, work with students in individual and small ensemble settings, and learn about creative methods of teaching music comprehensively.

**Community Impact**
The Music Plus program engages the community by providing valuable music instruction to area high school students who, due to financial need, might not be able to develop their talents through instruction outside of the public school setting. The instruction is designed to support and enhance the musical learning that is available to the students in their schools.

**Documentation**
- College of Musical Arts website: [http://www.bgsu.edu/musical-arts/prospective-students/undergraduate/areas/education/field-programs.html](http://www.bgsu.edu/musical-arts/prospective-students/undergraduate/areas/education/field-programs.html)
PARTNERSHIP GRID EXAMPLE 13: Old South End Murals Project

**Name of Partnership**
Old South End Murals Project

**Community Partner**
Sophia Quintero Resource Center

**Institutional Partner**
Arts Village Learning Community
School of Art

**Purpose of Partnership**
This partnership grew out of a range of connections between the Latino/a community in the Old South End and faculty, staff and students associated with BGSU. It also reflects significant regional work focusing on the arts as a mechanism for community development and capacity building. The focus on community murals emerged from the passion and vision of the partners in the community and on campus. BGSU students, a visiting Latino Artist, members of the Old South End community, and most recently (summer 2013) students from Toledo School for the Arts, Perrysburg Heights Community Center, Adelante, and Pemberville migrant farm worker community members have participated in creating murals in Toledo’s Old South End. The project builds on existing relationships between the BGSU School of Art and the Sophia Quintero Art and Cultural Center, where students had previously been assisting at the center, and creating artwork including Day of the Dead altars. To truly understand the depth of meaning of this partnership you need to drive down Broadway in the Old South End and see the magnificence of the murals and the stories they tell about the neighborhood, and its history, and the Latino/a history of the area.

**Length of Partnership**
I (Gordon Rickets) was first introduced to SQACC 9 years ago and started work on the Dia de los Muertos projects with students from the Arts Village.

Four years ago we started and completed our first mural. Since that humble beginning we have worked every year during the summer and

**Grant funding**

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<th>Program</th>
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<th>Internal BGSU</th>
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**OVERALL TOTAL:** $9300

**Student Involvement**
15 students participated in summer 2013. 60 students have participated over the last four years.
Faculty involvement
2 - In 2013 two faculty members participated on the project and a total of four faculty over the past 4 years.

Institutional Impact
The mural project prepares students for careers in community arts and teaches them technical skills in mural arts and community teamwork. Alumni of the Old South End mural project have been successful in finding meaningful employment in the arts and/or social programs. Additionally, the mural project is an opportunity to bring visiting artist Mario Torero to campus and work with BGSU students as well as the community. The project is connected to a summer service-learning class, curricular and co-curricular activities in an arts based living/leaning community, and numerous other co-curricular and curricular activities.

Community Impact
One key impact is that the project has grown so much over the past four years. The Old South End community has founded OLA (Organization of Latino Artists) that is now creating additional murals, and other Toledo neighborhoods are requesting the Arts Commission to include mural creation in the developing Toledo Strategic Plan for Arts and Culture. The project has helped to revitalize an urban community and it has helped to cultivate a sense of community pride for an underserved population. Spinoff projects on the Toledo east side are taking place because of the success of the Old South End murals. To date, 15 murals have been completed over the past four years. Lastly, students of the Arts Village have worked weekends sharing their knowledge of art with kids of the neighborhood. We have also had two Arts Village students as the primary teacher for the Sophia Quintero Resource Center's After School Program.

Documentation
- [http://www.youtube.com/watch?v=LHcaPSdyug8](http://www.youtube.com/watch?v=LHcaPSdyug8)
- [http://theartscommission.org/module-positions/recently-completed-projects/old-south-end-mural-project](http://theartscommission.org/module-positions/recently-completed-projects/old-south-end-mural-project)
- [http://www.toledoblade.com/Art/2012/09/02/Dazzling-murals-light-up-Old-South-End.html](http://www.toledoblade.com/Art/2012/09/02/Dazzling-murals-light-up-Old-South-End.html)
Partnership Name: Not In Our Town

Community Partner/s: City of Bowling Green

Institutional Partner: Bowling Green State University

Purpose:
The Not In Our Town (NIOT) Subcommittee (http://www2.bgsu.edu/notinourtown/page138041.html) is the official entity that oversees the Not In Our effort between Bowling Green State University and the City of Bowling Green. The NIOT Subcommittee is a formal committee of the President's Advisory Council on Diversity and Inclusion (PACODI) at BGSU. PACODI has representatives of all the campus constituency groups and community representatives. The NIOT Subcommittee consists of members from BGSU and members of the Bowling Green community. In the fall of 2012, members of PACODI identified issues and incidents on campus and in the community related to intolerance and hate. The committee members started to explore actions and responses that might be effective in uniting our campus and city community to both address specific incidents and to create a climate of inclusion in Bowling Green. In spring of 2013, a specific incident brought the community organizing activities into sharp focus. With significant leadership from BGSU students, the university and the and the City of Bowling Green joined together to affirm their commitment to social justice, equity and inclusion as well as embrace and celebrate diversity. They agreed to join the "Not in Our Town" movement, a national grassroots effort that has inspired hundreds of communities to take action against hate. This collaboration involves faculty, staff, administrative leaders, community leaders and partners, and community members. The partnership has an educational component and an advocacy component. The work is guided by a committee co-chaired by a BGSU representative and a BG community representative. The group is open to the public and has had consistent representation from faculty and staff members and students from BGSU, in addition to official members of PACODI. Community participation has been broad including representatives of community entities such as the United Way of Wood County, faith leaders, non-profit agencies, BG City Council members, as well as community members who are passionate about the issues. The City of Bowling Green’s Human Relations Commission has also been a major supporter. It is notable that both the campus police and the city police, along with other administrative units have been active supporters and modeled best practices. The strength of the partnership has been the blending of official representatives of the University and the City and broad grass roots participation. The subcommittee meets monthly and rotates meeting on campus and in the community. Given the overlapping geographical location of the University within the City of Bowling Green, it is also true that many individuals have participated in activities and events wearing both an identity as someone employed or going to school at BGSU, and someone who is a Bowling Green resident. The educational components of NIOT have used a pledge (listed at the end of this narrative) as a tool for outreach and education. Programs have been conducted for organizations that range from student organizations, campus offices, civic organization such as Kiwanis and League of Women Voters, as well as schools and businesses. Participants have had an opportunity to access a range of educational materials particularly videos, to talk
together about what it means for our community to sign the pledge, and to be prepared to take action when acts of intolerance or hate are witnessed. Larger programs have included use of national materials, and videos developed specifically for Bowling Green. All programs have highlighted the joint City of BG and BGSU partnership, usually with the Mayor and the President as key speakers. Major programs in 2013 include a BGSU NIOT launch with over 350 attendees, a Let’s Talk about Race panel discussion with over 200 attendees, and a community launch at our Junior High School with over 250 attendees. As we submit this application, the national NIOT staff will be in BG to recognize our community as a “Gold Star City” and to film a documentary to use as part of their community outreach work.

Length of Partnership: 18 months

Number of faculty involved: 20-25 BGSU faculty and staff members regularly attend the monthly committee meetings.

Number of students involved: 10-15 BGSU students have played a regular leadership role in the subcommittee.

Grant funding: ZERO

Institution Impact:
There have been multiple impacts on the BGSU campus. First, this program allowed for the expansion of the work of PACODI. We have seen increased participation of diverse constituency groups in diversity and inclusion activities. Next, the iSTAND Advocacy Training program was created by the Office of Multicultural Affairs and the Center for Leadership to help teach participants practical skills for addressing micro-aggressions in our society and to stand up and advocate for others. We have also seen the expansion of diversity and inclusion activities at a range of orientation programs for incoming students, and during the year at major outreach events. Additionally, Dr. Lisa Hanasono, is teaching two service-learning classes in the Department of Media and Communication, where her students are conducting community-based research by administering surveys, and implementing a variety of other data collection strategies to assess the degree to which engagement with NIOT activities may have impacted the climate for diversity and inclusion on-campus and in the community. This research will be on-going.

Community Impact: NIOT events have been open to all and trainings and programs have been duplicated in community settings. The Senior Center in Town hosted a four-part program addressing diversity and inclusion issues in the context of NIOT. This summer Dr. Hanasono’s service-learning students will be extending data collection in the community measuring impact, and filming some community narratives to use as educational materials. Downtown BG, the BG Farmers Market, and the United Way in Wood County are supporting this summer class.

Documentation
PARTNERSHIP GRID EXAMPLE 14: Not in Our Town

School of Media and Communications Newsletter, article featuring NOIT:
PARTNERSHIP GRID EXAMPLE 15: Art Bearing Witness

**Name of Partnership**
Art Bearing Witness

**Community Partners**
Jewish Federation of Greater Toledo

**Institutional Partners**
Dr. Heather Elliott-Famularo
Dr. Dena Eber

**Purpose of Partnership**
The Toledo Jewish community (Jewish Federation of Greater Toledo) collaborated with digital arts faculty members Dr. Heather Elliott-Famularo and Dr. Dena Eber to bring together Toledo’s Holocaust survivors and Jewish youth in small group interviews. The purpose was to connect young children and Holocaust survivors so that memories of the Holocaust could survive for future generations. The process resulted in a documentary film and portrait photographs of Toledo’s Holocaust survivors, and is continuing with the creation of K-12 digital curriculum dealing with not only the Holocaust but prejudice, discrimination, racism and reconciliation in the original nations whence the survivors came. The project began in 2010 as a documentation project, but has been growing in breadth and partnerships ever since, with a 60 minute film produced in 2012 and disseminated to audiences in 2013. The project was conceived, planned and executed in partnership with the Jewish Federation of Greater Toledo and the students of the Toledo area synagogues. BGSU students have also been crucial to the success of the project. Graphic Design and Digital Arts students enrolled in the ARTC 4410/ARTD4060 collaborative course in Spring 2012 created, in conjunction with the professors, the visual identity of the project. They were also taught the industry broadcast/filmmaking standards and print design standards for the film and worked on the motion graphics. Students also performed historical research with the USHMM online photographic archive. There have been two student interns with the Arts Management minor at BGSU who have helped in Fall 2012, Spring 2013, and Fall 2013 semesters. Currently an Master of Arts, Art History student is doing an independent study and working on firming up the Hungarian aspect of the Fulbright-Hays trip for summer 2014. She was also accepted as one of the participants for the trip.

**Timeline of Activity**
The project began in 2010 as a documentation project, but has been growing in breadth and partnerships ever since, with a 60 minute film produced in 2012 and disseminated to audiences in 2013.

**Grant Funding**
The project was initially supported by an Andersons Foundation grant ($2,000) and several grants by the Jewish Federation of Greater Toledo ($15,000). The film, Bearing Witness; The Voices of Our Survivors, was added to the WGTE Public Media Toledo Stories, was awarded the Audience Award for Best Documentary at its film festival premiere (Palm Beach International Film Festival) and was nominated for a regional NATAS Emmy award. In 2013, the project has received a Fulbright-Hays Group Project Abroad grant ($70,000) and an Ohio Humanities
Council Educator Enrichment grant ($15,000) to develop K-12 teaching materials based on research on intolerance and reconciliation discovered during planned visits to the original nations of the six survivors. That work will take place this summer 2014.

**Student Involvement**
Eight students have been involved with this project. One student assisted with the creation of the film, four students did the design of the promotional materials and website. Two intern have assisted with a variety of tasks. One Art History major has been assisting with the Fulbright grant travel preparations and will also be a participant on the trip.

**Faculty Involvement**
Two faculty members – Dr. Heather Elliott-Famularo and Dr. Dena Eber.

**Institutional Impact**
Institutional impact has been the expansion of project to include the BGSU College of Education, ongoing investment by the institution in the project, and rich learning experiences for students whether through major course work, internships, or study abroad. The students gained significant experience and knowledge in their chosen field, but also learned about history first hand through their participation in this project.

**Community Impact**
A key impact has been the documentation of six Toledo Holocaust survivors’ stories and passing on this information to younger generations. In general, the impact has been a much greater awareness of the Holocaust and its connection to Toledo communities. The film produced by this partnership was chosen to be a WGTE program and will air on a regular rotation. The film also serves as educational tool to make the story more personal and relatable to our local community. Future work with the project will involve taking the film into local rural, urban, and suburban schools with supporting curricular materials. The Ohio Humanities Council provided funding for this project and there is a potential for the impact to go beyond this region.

Institutional impact has been the expansion of project to include the BGSU College of Education, ongoing investment by the institution in the project, and rich learning experiences for students whether through major course work, internships, or study abroad. The students gained significant experience and knowledge in their chosen field, but also learned about history first hand through their participation in this project.

**Documentation**
- [http://www.bearingwitnessstoledo.com](http://www.bearingwitnessstoledo.com)
- [http://www.bearingwitnessstoledo.com/crew.html](http://www.bearingwitnessstoledo.com/crew.html)
- [https://www.facebook.com/BearingWitness](https://www.facebook.com/BearingWitness)
- [http://www.wgte.org/wgte/item.asp?item_id=11704](http://www.wgte.org/wgte/item.asp?item_id=11704)
- [https://www.toledoblade.com/Religion/2011/05/02/Film-details-trials-of-Toledo-area-Holocaust-survivors.html](https://www.toledoblade.com/Religion/2011/05/02/Film-details-trials-of-Toledo-area-Holocaust-survivors.html)
- [http://www2.bgsu.edu/offices/mc/zoomnews/page132329.html](http://www2.bgsu.edu/offices/mc/zoomnews/page132329.html)
OUTREACH AND COMMUNITY PARTNERSHIP – CHANGES IN PARTNERSHIPS
Carnegie Community Engagement Classification 2015
II.B.4 In comparing the “partnership grid” from your previous application/classification and the grid from #3 above, please reflect on what has changed in the quality, quantity, and impact of your partnership activity. (Word limit: 500)

We did not submit in the area of outreach and partnerships in 2006. However, we can highlight the general changes in our partnerships since 2006. In terms of quality we have trained seven cohorts of faculty in high quality community-based pedagogy through our Service-Learning Faculty Learning Community. We have hired new staff in key roles, including the President, and they are highly invested in community engagement. Many of our centers have developed in their work with community since 2006. We have been highly effective at coordinating campus resources to secure grant funding to conduct research, provide rich learning opportunities, address critical needs in areas such as education, sustainability, and economic development, and involve community partners in design, implementation, and evaluation.

In addition to centers as operational units we have organized around Centers of Excellence to better leverage our strengths and to work in specific areas to affect change: The Arts, Environment and Sustainability, Developing Effective Businesses and Organizations, Health and Wellness Across the Lifespan, and 21st Century Educator Preparation. In reviewing our partnerships, it is evident that we possess strength in the applied areas of education and health and human services. In terms of quantity this is difficult to assess because we did not complete this section in the 2006 application. However, overall we are confident that we have maintained our quantity of partnerships with perhaps a slight increase.

Our impact in the community has always been profound given the small town setting in which we are nested. We provide crucial leadership and resources to navigate common challenges such as decreasing state funding, federal and state adjustments in K-12 education, workforce development needs, environmental concerns, and providing services to underserved and vulnerable populations. Through our work as an academic institution we contribute greatly to addressing these issues, and we recognize our interconnectedness and have partnered with community to make an impact.

WORD COUNT: 311
We have taken some specific actions to deepen and improve partnership practices and relationships. The first was our joint BGSU and City of Bowling Green Visioning Task Force. This investment in working with the city has helped us to identify specific areas where we can work together to address common issues and has resulted in tangible new partnerships such as the jointly operated Bowling Green Visitor’s Center.

Additionally, OSL coordinated the Wood County Volunteer Administrator’s Coalition, which is a venue for volunteer coordinators to share resources, network, and mobilize around common needs. Our Office of Service-Learning (OSL) has hosted a Volunteer and Community Partnership fair for the past five years to connect faculty, staff, and students to non-profit organizations in need of volunteers. This event also features a professional development workshop for volunteer administrators focused on developing and maintaining good partnerships with the university. Past topics have included tips on how to develop an internship opportunity and a panel of community partners sharing best practices in working with the university as a partner.

The Director of OSL participates in a number of local and regional networks, as do several other faculty members and administrators from BGSU. The goal is to be present and learn about the needs and success of community agencies. The goal is to participate when we can, and when we are not coming to ask for support or resources. These networks include the Family and Children First Council, Project Homeless Connect and the Continuum of Care, DOVIA (Directors of Volunteers in Agencies), the Wood County Transportation Committee, Rock the Block, the United of Greater Toledo Volunteer center Advisory Board, United Way in Wood County Community Solutions Team.

Over the past year we have worked with Dr. Barbara Holland to consult with multiple audiences on our campus. She has met with faculty and key administrators to educate about the importance of community engagement while emphasizing the Carnegie definition. These efforts along with our preparation of this application have provided us crucial insights about our strengths and weaknesses.

Lastly, the OSL has selected two Faculty Associates from our Department of Public Administration to lead efforts in assessing community partnerships. The Faculty Associates were selected in the fall of 2013 and have been working this year to collect data and devise future community partner assessment plans. We look forward to the feedback that we will receive from our community partners.

WORD COUNT: 400
II.B.6. How are partnerships assessed, what have you learned from your assessments since your last classification, and how is assessment data shared? (Word limit: 500)

Our assessment of community partnerships takes place in a decentralized manner. Each program or partnership assesses their program as defined by their own criteria. One significant lesson we have gained from this application process is that we must build community engagement assessment into our operation and institutional practices.

We have made some significant changes since beginning this application. We recently adopted Digital Measures as our online academic assessment tool and our Office of Academic Assessment is currently working on integrating community engagement assessment into this platform. Additionally, we are working with other areas on campus such as the Office of Sponsored Programs and Research to add community engagement metrics to their processes.

The Office of Service-Learning has been building a comprehensive database of non-profit and community based agencies in the region since 2007. The data is used for outreach, partnership development, and assessment of programs and activities. The recent BGSU-City of BG visioning process involved mapping BGSU’s community engagement relationships locally. A basic survey was conducted by the Center for Assessment and Evaluation in spring 2013. A comprehensive survey has not been conducted since our last Carnegie application. As a result OSL/Office of the Provost appointed two Faculty Associates from public administration in fall 2013 to conduct a review of campus community partnership activities. Their scope of work is to map existing partnerships, assess their current nature and effectiveness, solicit feedback from community partners about their relationships with BGSU, and, based on review of best practices, make recommendations for a community partner assessment plan for BGSU to be implemented by OSL on a regular basis. They are currently assessing a first round of data, and we plan to pilot a new mechanism during 14-15.

WORD COUNT: 173
OUTREACH AND COMMUNITY PARTNERSHIPS – SCHOLARSHIP OF ENGAGEMENT
Carnegie Community Engagement Classification 2015
II.B.7. How have faculty collaborated with community partners to produce scholarly products of benefit to the community that are representative of co-created knowledge between academics and community partners resulting from outreach and partnerships (e.g., technical reports, curriculum, research reports, policy reports, publications, etc.). Provide five examples of faculty scholarship conducted with partners for community benefit or to improve, critique, promote, or reflect on partnerships. Also, describe how this scholarship has been supported since your last classification. (Word limit: 500)

The Common Core for Reasoning and Sense-making partnership was created in 2012 to help elementary and secondary teachers respond to the Common Core standards adopted by Ohio in 2010. Four faculty members developed this partnership: Dr. Jonathan Bostic, Dr. Gabriel Matney, Dr. Daniel Brahier, and Diane Mott. These faculty members developed an intensive teacher training program and together with K-12 teacher participants created curriculum materials that are available online at https://sites.google.com/site/engaginginco2res/. The faculty members have presented at the state and national level about this program.

Drs. Mamta Ojha, Melissa Burek, Adam Watkins and graduate assistants collected information from county providers that either directly assist individuals returning to the community after a period of incarceration or have services and programs that could improve their reentry success probabilities. The results from this study were published in the Reentry Resource Guide and Assistance Directory available in hard copy or online at www.woodcountyreentry.com. In addition, Wood County inmates with expected release dates within the next two years are currently being surveyed concerning their reentry needs in order to assist local agencies and organizations with their current and future planning efforts for programs and services. A preliminary report was presented to the Wood County Reentry Coalition’s quarterly meeting in January 2014.

Students in Dr. Shannon Orr’s graduate level Environmental Management Class (POLS 6450) conducted a national survey of land trust organizations at the request of the Black Swamp Conservancy to identify best practices in fundraising for land trust organizations. The final report was then turned into a journal article with all of the students and the professor listed as co-authors in alphabetical order. This article is currently under review for the journal Public Organization Review. The final report was also distributed to organizations that completed the survey.

An on-going research project in our College of Health and Human Services is the “No One is Immune” program which is an evidence-based sexual health and HIV/AIDS education and prevention program specifically tailored for middle-aged and older adults that mobilizes over ten community and state resources. Faculty members in the CHHS spearheading this effort are Dr. Nancy Orel, Dr. Betsy Bunner, Dr. Charles Stelle, Dr. Jennifer Wagner, and Dr. Wendy Watson. These faculty members have produced numerous articles related to this ongoing
The Toledo Jewish community (Jewish Federation of Greater Toledo) collaborated with digital arts faculty members Dr. Heather Elliott-Famularo and Dr. Dena Eber to bring together Toledo’s Holocaust survivors and Jewish youth in small group interviews. The process resulted in a documentary film and portrait photographs of Toledo’s Holocaust survivors, and is continuing with the creation of K-12 digital curriculum dealing with not only the Holocaust but prejudice, discrimination, racism and reconciliation in the original nations whence the survivors came. The film is currently being shown on local public television and the website for the program is: www.bearingwitnesstoledo.com

WORD COUNT: 482
OUTREACH AND COMMUNITY PARTNERSHIPS – SUMMARY CHANGES OUTREACH AND PARTNERSHIPS
Carnegie Community Engagement Classification 2015

II.B.8. Provide a summary narrative describing overall changes that have taken place related to outreach and partnerships on campus since the last classification. In your narrative, address the trajectory of outreach and partnerships on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links.
(Word limit: 500)

It is hard to offer a summary of changes that have taken place since 2006. Outreach and Partnerships are strengths of our campus and it is difficult to capture the depth of connections given our decentralized system. There has always been a strong sense of collaboration in our City and County, and BGSU has a good reputation we believe, as a useful and honest collaborator.

The Visioning Process convened by our President Dr. Mary Ellen Mazey, and our Mayor Dr. Richard Edwards was a notable process. Mayor Edwards was an executive level administrator in high education with a period of employment at BGSU some years ago before retirement, so we have a partner who is very familiar with and politically astute about the challenges for public universities and this has shifted dynamics. We also have a President with direct, hands on experience of working at a management level in outreach and partnership programs.

The breadth of the network, and the genuine relationships old and new fostered by the Visioning committees was exceptional. The work was idea rich and new alliances were forged. Many new ideas are still taking seed from this process.

In our county, several long term administrators have remarked on the power and energy of some new networks, particularly in the work around Project Homeless Connect, The Sanctuary Model, a collaboration between our College of Health and Human Services and multiple agencies that address issues of trauma, and recent work developing a Transportation plan for our County, a Project that was supported by a number of service-learning classes and graduate student interns.

As a university we are embarking on an ambitious building campaign, and have to have new models for services and outreach that are financially viable in the context of the economy and the University system of Ohio. We have already demonstrated in our contract with Wood County Hospital for a new heath center, and a privatized partnership for the Wood County Airport that will sustain our Aviation Program, an entrepreneurial approach to rethinking business as usual.

We are reminded that however we plan and whatever assessment tools we use that the power of partnerships is also about relationships and about the power of people. Reciprocity and mutual benefit can become tough concepts in a time when money is tight and decision making...
metrics are often determined by external forces. In these times it is personal connections and sensitivity to building relationships as a foundation for partnerships that can sustain our work.

As we design the processes we are going to use to make sense of the data we have collected to develop a plan for the next generation of community engagement at BGSU we will celebrate our strengths and map our relationships as well as our partnerships. We have already identified that colleagues from DEBO, the Center for Excellence/ Developing Effective Businesses & Organizations have agreed to consult on how best to design a generative process for building our engagement community for the next decade.

(WORD COUNT - 499)
In January 2014, BGSU began a website migration. This means that the old web platform will be phased out over the next few months. For reviewers this may mean that some website addresses provided as documentation may no longer be supported. We did our best to include web links that were in the new website format. If you should encounter a documentation link that is not working, please do not hesitate to contact us.

BGSU is embarking on the second phase of the largest building and renovation effort in its history. In the first phase, six new facilities (two residence halls, two dining halls, Stroh Center arena, and Wolfe Center for performing arts) opened on campus. Additionally, we opened a new Health Center in fall 2013, and we are in the process of building a Bureau of Criminal Identification and Investigation crime lab, and renovating our Recreation Center. We also just completed a new partnership agreement with an external entity to rebuild our airport facilities, which will secure and extend our Aviation program.

The cornerstone of the next phase of the BGSU Master Plan is a $200 million-plus investment in our academic facilities. Over the next seven years, BGSU will create state-of-the-art learning spaces to support modern teaching methods and better align our facilities to meet the needs of our programs. In fall 2013, we completed a major refurbishment of a model facility focused on Active Learning classrooms with significantly upgraded access to technology. These classrooms are designed to promote cooperative and problem-based learning. These pilot teaching spaces came fully online in fall 2013. Feedback on these spaces from faculty members and students is being incorporated into the campus master plan.

The physical plant for BGSU, like many public universities in our State, is aging and there is a need for significant investment. BGSU has an ambitious building plan and is operating in an entrepreneurial manner to balance opportunities for state funding, other forms of financing, and fundraising and development strategies. Our campus already looks significantly different to even recent alumni, and in the next 5-10 years even more dramatic changes will take place. The need to focus on core upgrade of teaching and research spaces is a challenge in the current economic climate, and this institutional priority is an important factor to consider in framing an understanding of the environmental context for investment in programs and activities. Reimagining BGSU’s learning spaces: http://www.bgsu.edu/master-plan/reimagining-learning-spaces.html

BGSU celebrated its Centennial in 2010, and the organizing committee identified Service to the Broader Community as a focus for academic-related events. It was notable that the emphasis was not just on students serving, but on counting the accomplishment of faculty and staff members, alumni, and community members, recognizing that the impact of our university in the community is part of everyone’s mission. The final estimates of the Centennial Service Challenge were that 243,552 service hours were logged by all constituency groups, which, based on the estimate of the Independent Sector for that year, were valued at: $4,600,697.