First Time Classification: The Carnegie Foundation for the Advancement of Teaching

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Application Deadline

April 15th, 11:59pm EST

Data Provided

When reporting academic year data, campuses should use data from academic year 2017-2018. For example, the number of community based courses per year should correlate with 2017-2018 data.

When reporting institutional data, be sure to identify the semester and year within which the data was collected. That data should not be older than 2017-2018. For example, if your institution participated in the NASCE, NSSE, or other assessment tools in the fall of 2018-2019, you may use that data in your reporting.

Use of Data

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

Community Engagement Definition

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

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

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

Community engagement is shaped by relationships between those in the institution and those outside the institution that are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes. Such

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

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relationships are by their very nature trans-disciplinary (knowledge transcending the disciplines and the college or university) and asset-based (where the strengths, skills, and knowledges of those in the community are validated and legitimized). Community engagement assists campuses in fulfilling their civic purpose through socially useful knowledge creation and dissemination, and through the cultivation of democratic values, skills, and habits - democratic practice.

Applicant's Contact Information

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

Title
Assistant Dean of Students

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University of Rochester

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Full Name of Institution's President/Chancellor
Richard Feldman

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First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

I. Campus and Community Context

A. Campus:

Provide a description of your campus that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and mission of the campus. You may want to include descriptors of special type (community college, land grant, medical college, faith-based, etc.), size (undergraduate and graduate FTE), location, unique history and founding, demographics of student population served, and other features that distinguish the institution. You may want to consult your campus's IPEDS data (https://nces.ed.gov/ipeds/Home/FindYourCollege) and Carnegie Basic Classification data (http://carnegieclassifications.iu.edu/lookup/lookup.php).

The University of Rochester (the University) is a small, private research university founded in 1850. It is a highly selective, doctoral institution with the highest research activity. Student enrollment was 11,648 in fall 2017 (IPEDS), approximately 57% of which are undergraduates. The undergraduate student body is 47% white, 21% non-resident alien, 11% Asian, 7% Hispanic and 5% African American or Black. The University supports 1,348 tenure track faculty and is the fifth largest private employer in New York State, employing 32,627 FTE faculty and staff. It is the only college or University located in the City of Rochester, with its primary campuses located about two miles from downtown Rochester on the Genesee River.

The University's mission statement is: "Learn, Discover, Heal, Create—and Make the World Ever Better." This statement references the University's Latin motto "Meliora" which translates roughly as "ever better." It also encompasses the various activities of the University's six academic divisions, medical center, and other affiliates. These include:

>College of Arts, Sciences and Engineering (The College, or AS&E) – Including the Center for Community Leadership
>Simon Business School (Simon)
>Eastman School of Music (ESM) including the Eastman Community Music School
>Warner Graduate School of Education and Human Development (Warner School) also serves as the superintendent or Educational Partnership Organization (EPO) for East Upper and Lower Schools.
>School of Nursing (SON)
>School of Medicine and Dentistry (SMD) including the Eastman Institute of Oral Health and housing the Center for Community Health and Prevention, the Hoekelman Center and the Center for Advocacy, Community Health, Education and Diversity

The Memorial Art Gallery is the community's premiere art museum and is held in trust by the University. Other affiliates include the Laboratory for Laser Energetics, the NextCorps business incubator, and a network of research hospitals and medical sites throughout the Finger Lakes Region.

The University has a decentralized administrative structure, with a small central administration overseeing the operations of the various academic divisions and departments. Some operational functions have been centralized (such as human resources, advancement, and information technology), while individual colleges, schools and departments retain considerable autonomy.

The University has significant connections with Rochester's foremost historic leaders: Frederick Douglass, Susan B. Anthony (who led the charge to gain admission for women to the University) and George Eastman, whose philanthropy established the Eastman School of Music, Eastman Institute for Oral Health, and helped fund the construction of the University's River Campus. By the second half of the 20th century, the University had succeeded in establishing itself as a world-class research institution with a highly respected academic medical center.

The School of Medicine gained renown for its biopsychosocial approach to medicine, which systematically considers

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

biological, psychological, and social factors and their complex interactions in understanding health, illness, and health care delivery. In 2005 the Center for Community Health was established to advance community engagement throughout the medical center. That same year, the College established the Rochester Center for Community Leadership, which consolidated established programs and fostered community engagement as part of undergraduate education.

B. Community:

Provide a description of the community(ies) within which community engagement takes place that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and history of the partnership community(ies). You may want to include descriptors of special type (rural, urban, conservative, liberal, etc.), size (population), economic health, unique history, demographics of community population served/employed, and other features that distinguish the institution and community(ies). For local communities, you may want to consult your census data.

The University is actively engaged locally with the city of Rochester, and its community partnerships span around the world. With a metropolitan area of 1.1 million residents, Rochester offers the amenities and cultural milieu of a major urban area within a more intimate environment that a mid-size city provides. Rochester has been named as among the most livable cities in the US, with outstanding schools nearby and affordable housing, in addition to a robust cultural life.

The city of Rochester (population 209,463) sits within Monroe County (population 747,642). Fifteen percent of Monroe County residents are African-American; of those, 73% reside within the City of Rochester. Of the County's 59,989 Latino citizens, 60% reside in Rochester. The Latino community, mostly of Puerto Rican descent, is the fastest growing segment of the Rochester population.

In the past 30 years Rochester has undergone significant changes, and the University has risen in prominence in relationship to the community. The "Big Three" industrial giants that sustained Rochester through the middle of the 20th Century (Kodak, Xerox, and Bausch & Lomb) have declined, diversified, and moved operations elsewhere. The city saw its population shrink, with increasing concentration of poverty in the urban core contrasting with more affluent and successful suburbs. By the early 2000s, the University, with its affiliated hospital, became the largest employer in the greater Rochester area.

Rochester is a city with significant resources but has a high rate of poverty that affects health, behavioral and developmental outcomes for many members of the community. Unfortunately, the latest US Census data showed a worsening in several poverty indicators for the 2013-2017 period, confirming Rochester as one of the most desperately poor places in the country, and the poorest city of its size. The overall poverty rate for the city is 33% with 16% of the Rochester population living in extreme poverty, or half the poverty line. The University has been active in many ways in improving outcomes, particularly in the areas of health and education, and by partnering in community-wide efforts to reduce poverty. Much works remains to be done.

A low graduation rate in the City of Rochester is a critical socioeconomic issue for the community. Fifty-three percent of the students who entered 9th grade in 2014 in the Rochester City School District graduated four years later, which represents an increase of 1.6% from the prior year. Meanwhile, the high school graduation rate county-wide in 2017 was 90%. (Source: NYS Education Department)

One distinct characteristic of Monroe County is the size of the deaf population. An estimated 10,000-15,000 individuals are primary American Sign Language users. The Rochester deaf community has seen continued growth to the point that it is the largest per capita deaf community in the United States.

There are various community initiatives working to improve the health and well-being of the residents of Rochester. Most notably, the Rochester-Monroe County Anti-Poverty Initiative is a large collaborative of leaders and community organizations, including representatives from the University, working to address poverty through collective impact.

II Foundational Indicators

Complete all questions in this section.

A. Institutional Identity and Culture:

A.1 Does the institution indicate that community engagement is a priority in its mission statement (or vision)?
Yes

A.1.1 Quote the mission or vision:
Yes, community engagement is a priority indicated in the new vision and mission of the institution, designed in 2018.

Mission:
Learn, Discover, Heal, Create—
and Make the World Ever Better

Vision:
The University of Rochester will continue to frame and solve the greatest challenges of the future. We are a community in which all who work, teach, create, and provide care are welcome and respected, and where all can pursue and achieve their highest objectives for themselves, their communities, and the world. Steeped in Rochester's rich history of social justice and entrepreneurial spirit, we consistently strive to be an inclusive, equitable, sustainable, and responsive organization at every level.

Values
Meliora: We strive to be ever better, for everyone.
Equity: We commit to diversity, inclusion, and access.
Leadership: We take initiative and share responsibility for exemplifying excellence.
Integrity: We conduct ourselves with honesty, dedication, and fairness.
Openness: We embrace freedom of ideas, inquiry, and expression.
Respect: We value our differences, our environment, and our individual and collective contributions.
Accountability: We are each responsible for making our community ever better, through our actions, our words, and our dealings with others.

We will hold ourselves accountable to these values in the design of our programs, the development and delivery of our services, the evaluation of performance, and in the ways in which we interact as a

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

community.

A.2 Does the institution formally recognize community engagement through campus-wide awards and celebrations?
Yes

A.2.1 Describe examples of campus-wide awards and celebrations that formally recognize community engagement:
Several campus-wide awards and celebrations annually recognize excellence in community engagement starting with Wilson Day, an annual day of community engagement each fall for new University students. Launched in 1988, Wilson Day has become a proud tradition with Rochester faculty, staff, and students that celebrates community engagement as a core feature of the University's mission and of undergraduate education. It takes place during new student orientation and involves all members of the incoming first-year class and transfer students. It features remarks from the University president and dean of students emphasizing the importance of community engagement. Students at the Eastman School of Music simultaneously participate in George Eastman Day of Service.

The Staff Community Service Award was established by President Joel Seligman in December 2007 to honor a University non-management staff member "whose career best exemplifies service to the University of Rochester and the Greater Rochester community" and that occurred in a capacity outside of their usual assignment. The first award was presented posthumously to Latasha E. Shaw, a 15-year University employee and an active member of the Service Employees International Union, whose life and service inspired its creation.

The Dr. David Satcher Community Health Improvement Awards are given annually to recognize senior faculty, junior faculty, and staff that excel in community engagement. Named in honor of Dr. David Satcher, former US Surgeon General and alumnus of the University's School of Medicine and Dentistry, the awards are given out annually at a grand-rounds-style lecture, followed by a luncheon celebration. The awards reflect the shared mission of the Center for Community Health & Prevention and the Medical Center to develop and expand University-community partnerships that support participatory research and interventions to reduce health inequalities and improve the community's health.

The Presidential Award for Community Service was established by the dean of students in 1990 to recognize University students who are committed to community service. Presented annually by the president to a senior for outstanding participation and leadership in service to the community beyond the campus, this award recognizes a student who has worked selflessly and effectively in addressing social causes. Areas of focus include improving literacy, reducing hunger and hopelessness, providing legal or medical assistance to the needy, and serving as a mentor.

The Meliora and Witmer Awards are awarded by the University to recognize staff and faculty for significant accomplishments; while not limited to community engagement, they have recognized community-engaged work in the past. The Meliora Award recognizes staff whose work performance and dedication during the preceding few years exemplify the University's motto, Meliora (ever better). Awards are based on several criteria including service to constituents that consistently exceeds expectations, and contributions to an environment characterized by collaboration, cooperation,

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

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tolerance and mutual respect. The Witmer Award for Distinguished Service provides recognition for outstanding and sustained contributions to the University.

The University also offers annually the Presidential Diversity Awards and a University-wide Diversity Conference, both of which encompass community engagement as one of the important dimensions for advancing diversity, equity and inclusion.

B. Institutional Assessment

B.1 Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community?
Yes

B.1.1 Describe the mechanisms for systematic assessment:
The purpose of this question is to determine if the institution regularly checks with community members to assess their attitudes about the institution's activities, partnerships, and interactions with the community. We are looking for evidence of strategies and/or processes (mechanisms) for hearing community views about the role of the institution in community, including a description of how frequently assessment occurs, and who is accountable for managing the process. Responses should describe ongoing data collection mechanisms beyond the use of advisory groups or one-time community events. We expect a classified institution to demonstrate this practice as an historic and ongoing commitment. This question is not focused on data about specific engagement projects, programs or service- learning courses, or an individual's work in community settings. We are looking for a systematic, institutional process for hearing community perspectives.

Departments and programs throughout the University that participate in community engagement work assess perceptions of the institution's engagement with the community. While these data have not previously been collected into a central repository, the process of completing the Carnegie application has convinced the University that this is necessary, and the University plans to begin doing so, starting in the 2019-20 academic year, in close collaboration with the vice provost for administration who oversees assessment and accreditation efforts.

There are multiple examples of systematic assessment of University-community partnerships, pervasive throughout the institution. For example, the Hoekelman Center, a learning hub for pediatric residents and medical students, systematically asks community partners to complete an annual survey where partner agencies rank the Center on a ten-point scale to assess the relationship. The survey also includes an open-ended question for suggestions to improve the partnership for the coming academic year.

Similarly, as part of its strategic planning process, the Rochester Center for Community Leadership devised and implemented a survey in 2017 to collect feedback from community partners about their experience of partnership with the department through its various programs. The Center plans to replicate the survey biennially, complementing existing, program-specific surveys; it has also conducted focus groups with community partners to help inform the design of its programs.

Recently, Kara Finnigan, professor at the Warner School won an Inclusive Climate Leadership Fellowship from the University and is using this opportunity to create a process to measure community perceptions of the University. She is conducting interviews during spring 2019 with community members to gain perspectives from the community in how they perceive of the University's community engaged work. She is also developing a module that will help better prepare faculty for engaging the community based on the results of the interviews. Professor Finnigan is involved in the Carnegie Application process and the University is eager to review her results.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

This type of information-gathering from community members about partnerships is extremely common across the six schools and affiliates. The University is very aware of its place in the community and do its best to honor that responsibility.

The University routinely engages the broader community both on specific initiatives, and to assure that its partnerships are thoughtful and respectful. The Institution's office of Government and Community Relations employs a Director of Community Relations who regularly attends neighborhood community meetings and works with those groups to continuously solicit feedback about the University, how it can be a good community partner and neighbor, and what resources it can provide to help their community engagement efforts.

As part of the Carnegie application process, the University conducted a community forum to assess community perceptions of community engagement including critical components of successful engagement and benefits to both community and university through partnership. The community forum was held on March 12 and over twenty-five community leaders attended. The forum will serve as a model for future efforts to systematically assess community perceptions of the University's engagement.

B.2 Does the institution aggregate and use all of its assessment data related to community engagement?

Yes

B.2.1 Describe how the data is used:

If you are using a systematic mechanism for hearing community attitudes, perceptions, and outcomes, please describe how the institution summarizes and reports the data. We also expect a description of how the information is used to guide institutional actions such as budgeting, strategic priorities, program improvement, and, where applicable, leads to problem solving or resolution of areas of conflict with community. A description of these actions or implications can take the form of lists, cases, anecdotes, narratives, media articles, annual reports, research or funding proposals, and other specific illustrations of application of the community perception and outcome data.

Although assessing community perspective on University partnerships has not been done systematically at an institutional level, extensive assessment is done within each of the schools and programs, and this data is aggregated and used by the department, center or program that has collected it to provide quality improvement and to identify areas of needed improvement. Several specific examples of this exist across the institution.

Survey data collected by the Rochester Center for Community Leadership for its strategic plan indicated a desire to strengthen trust between the community and the University, and prompted the Center to make this one of its current strategic priorities. Specific steps were identified to increase focus—both thematic and geographic, ownership and follow-up, and processes for maintaining trusting relationships with community partners.

The required course for fourth-year medical students called Community Health Improvement Course places all 100 medical students with community partners for extensive service learning. Prior to the academic year, the director of the course meets will all 30 community partners to assess the relationship. This is done through one-on-one meetings as well as a three-hour appreciation breakfast. Data is gathered regarding barriers for the partners, University engagement, preparation of the students, organization of the course and evaluation. Input is collected and used to improve the course to better fit the needs of the community partners as well as the students. Partners provide feedback on the process throughout the academic year and a formal evaluation was distributed with results collected and analyzed at the end of the year, again for quality improvement.

The Clinical and Translational Science Institute (CTSI) supports the Community Advisory Council (CAC) which advises the CTSI and the medical center on issues of community engagement. The CAC is often asked to provide feedback on the University's community partnerships. Most recently staff reviewed questions from the Community Advisory Council Implementation Survey to formulate a retreat of all community partners serving on the CAC to discuss the partnership and to better define the role of the CAC in advising the work of the CTSI specifically. Input from the retreat was incorporated into the renewal application for the CTSI as well as for the format and agenda of CAC meetings for the upcoming year.

Prompted by the Carnegie application a community forum was conducted to collect the community partners' assessment of the University's partnership. The meeting was held in an open forum format to allow for greater input and conversation. Attending partners were able to write comments on boards in response to several questions such as "what ensures a successful partnership", "What do you feel are the greatest benefits for the community in engaging with the University?" and "What do you feel are the greatest benefits to the University from engaging with the community?" Comments have been recorded and analyzed for themes which will be integral as the University formulates a standard definition for community engagement for the institution, and develop recommendations for senior leadership to improve community engagement at the University.

C. Institutional Communication:

C.1 Does the institution emphasize community engagement as part of its brand message identity or framework? For example, in public marketing materials, websites, etc.?
Yes

C.1.1 Describe the materials that emphasize community engagement:
The University has a web page dedicated to community engagement, which is linked from its home page, and features links to Government and Community Relations, the Center for Community Health and the Rochester Center for Community Leadership, as well as a synopsis of significant community engaged work in research, education, arts/culture and economic development. The page opens with a telling sentence, summarizing the institution's emphasis on community engagement: "Throughout our 167-year history, the University of Rochester has been committed to the success of the greater Rochester community, and our futures are inextricably linked."

For several years the University Communications office has spotlighted community engagement on the "Community Connections" webpage, which promotes University partnerships at home, across the country, and around the world. The site conveniently aggregates new stories featuring the University's community engagement efforts, which has been a strategic focus for Communications over the past three years. The page also includes a timeline of University-community engagement beginning with the founding of the University in 1850. Similarly, the Office of Faculty Development and Diversity maintains the website Spotlight on Community Engagement that focuses on impactful community-engaged initiatives.

In the fall of 2018, the University launched a new branding campaign called The Rochester Effect which showcases Rochester's strengths as an institution. One element of the campaign focuses on the Memorial Art Gallery, which is a University-affiliated museum that also serves as a community art gallery. The campaign has started to highlight intersections between Rochester and the community. An example is a piece that highlights local artist Sarah C. Rutherford, who earned this year's Lillian Fairchild Memorial Award. The genesis of the work that led to the award was a mural of Susan B. Anthony that Rutherford painted in the University's tunnel system in 2015, which turned into a project called "Her Voice Carries: Prelude," an installation at the Memorial Art Gallery, as well as a city-wide mural project. This spring, Rutherford is teaching Introduction to Painting and Advanced Painting for the University's studio art program. In the latter course, she is giving students a taste of mural painting.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

The University has embedded its commitment to engaging the community within its values statement, which is highlighted in the University's marketing materials as well as on the University website in the "About Us" section.

The University produced a report called "University of Rochester and the Community – A Proud Partnership" that highlights the many ways the University and the community work collaboratively to advance mutual goals, including through education, research, health care and the arts.

The School of Medicine and Dentistry names community as its fourth mission alongside clinical care, research and education. This importance to community is evident in the design and navigation of the website.

C.2 Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?
Yes

C.2.1 Describe ways that the executive leadership explicitly promotes community engagement, e.g., annual addresses, published editorials, campus publications, etc.:
Community engagement is a priority focus for the past, present and future presidents of the University, as evidenced by the following examples from many addresses and statements throughout the years. In April 2015, former president Joel Seligman published the white paper "The Next Level," setting forth key priorities in the University's strategic plan. The document identified four new or enhanced major initiatives, one of which was revitalization of the community, which included a strong focus on community engagement. He wrote:

"Progress for our University is bounded by the progress of the greater Rochester community. The stronger our community is, the stronger the University will be…"

The June 2017, President Seligman's Garden Party address to prominent leaders and benefactors also emphasized the importance of community. "Throughout our 167-year history, the success of the University of Rochester and that of the greater Rochester community have been inextricably linked. In recent years these bonds have strengthened." In closing, he said, "Our commitment to the community of Rochester will be unwavering."

Joel Seligman announced his decision to step down as University president in January 2018 and was succeeded by Richard Feldman, who committed to an interim appointment of 18 months. President Feldman highlighted the importance of community engagement in his one-year report to the community in January, 2019:

"I want to underscore that the context of our Meliora values is broad. The new Vision and Values Statement reflects our commitment to serving our internal campus community as well as strengthening our connection to the greater Rochester region. As the largest employer in Rochester, the University provides significant economic, educational, medical, cultural, and social benefit to the surrounding communities. Programs and activities serving the community bring diverse people together and leverage faculty, student, and employee skills, talents, and passions. One way that we are

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

making our Meliora Values commitment manifest is by seeking to expand and advance the many ways in which the University of Rochester serves the City of Rochester and the region more broadly."

The University is currently undergoing a change of senior leadership, and issues of diversity, equity, inclusion and community are top priorities. In December 2018, the University announced its incoming president, Sarah Mangelsdorf, and is in the process of hiring a newly created position, vice president of equity and inclusion, to help advance these priorities for the institution in the coming years. Commitment to community engagement at the University will continue, as incoming president Mangelsdorf is currently the provost of University of Wisconsin at Madison, which attained the Carnegie Classification in 2008, and was reclassified in 2015 under her leadership. President Feldman has spoken with President-designate Mangelsdorf about the University's application for the Carnegie classification, and she is enthusiastically supportive. Dr. Mangelsdorf stated in her introductory remarks, "We must ...attend to our home city and region. I am committed to sustaining and enhancing our University's continued engagement with our local community. The University of Rochester is proud to call the city of Rochester our home."

C.3 Is community engagement defined and planned for in the strategic plan of the institution?
Yes

C.3.1 Cite specific excerpts from the institution's strategic plan that demonstrate a clear definition of community engagement and related implementation plans:
The most recent University Strategic plan covering 2013-2018 began with this statement: "We believe in the Rochester ideal – that great research is inextricably linked to great teaching and community service"

The foundation for the next iteration of the strategic plan was created by President Joel Seligman who published a white paper in April 2015 entitled "The Next Level" setting four key initiatives to bridge the time period between the 2013-2018 Strategic Plan and the next iteration of strategic plans. One of the major focus areas was titled "The Revitalization of the Community" which included emphasis on community engagement, K-12 Education, and entrepreneurship and economic development.

Seligman emphasized that the 2015-2020 strategic plan priorities would include "Rededicating ourselves to the revitalization of our community through community engagement programs in all of our schools, the Medical Center, and Memorial Art Gallery; service as the Educational Partnership Organization for East High School; participation in economic development activities; and other activities."

To begin the formal process, in March 2017, Seligman convened members of the Board of Trustees to meet with faculty; students; administrative leaders, including school deans and a Faculty Senate co-chair; and other friends of the University at a retreat to kick off the next phase of strategic planning for the University. In April 2017, Seligman's report to the Faculty Senate and University community set the context for this strategic planning effort and highlighted future priorities. The discussions at these meetings have shaped the goals and phases for the next strategic plan. The goals include:

>Lead through research

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

>Innovate in education
>Build and embrace community
>Transform health care

The strategic plan was divided into two phases, Phase 1, through 2021 to build on ongoing initiatives, and Phase II would frame a longer-term vision for the University through 2025. Working groups were formed to make recommendations in each of the four goals. They concluded their work in late 2017 however the results of the groups work were not widely distributed. In January 2018, President Seligman announced his resignation in the midst of an examination of the University's response to sexual misconduct allegations in one of the academic departments. The examination largely approved the role the President and his cabinet played in the incident; however, Seligman felt his resignation was the best way forward for the University.

With the search for the University's next president then underway and with ongoing efforts to strengthen the create a "Culture of Respect" at the University, it was decided to pause the long-term planning process. Once she takes office, incoming president Mangelsdorf will undoubtedly resume the process, and the information gathered in completing the application for the Carnegie classification will inform the strategic plan and strengthen the University's community engagement.

Importantly, the University's strategic plan website calls out community engagement, stating: "The University will continue to focus efforts on community engagement as this area fits well with work that must take place in the near future and also affords opportunities to make significant near-term gains."

D. Institutional - Community Relations:

D.1 Does the community have a "voice" or role for input into institutional or departmental planning for community engagement?
Yes

D.1.1 Describe how the community's voice is integrated into institutional or departmental planning for community engagement:
The purpose of this question is to determine the level of reciprocity that exists in the institution's engagement with community, specifically in terms of planning and decision-making related to engagement actions and priorities. Please provide specific descriptions of community representation and role in institutional planning or similar institutional processes that shape the community engagement agenda. Community voice is illustrated by examples of actual community influence on actions and decisions, not mere advice or attendance at events or meetings. A list or description of standing community advisory groups is insufficient without evidence and illustrations of how the voices of these groups influence institutional actions and decisions.

The University recognizes that a true partnership with the wider community honors reciprocity and fosters decision making and action by community members. Examples of decision-making authority by community members are pervasive throughout the institution, including the following examples.

The College offers a citation in Community-Engaged Scholarship for students who commit to excellence in this area. The citation program was designed by a committee that included three representatives from the local community, in addition to

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

faculty, staff and students involved in community-engaged learning. The design process also included a focus group discussion with community members to gather input about the structure, format and requirements of the citation, as well as community engagement more broadly in the College.

The Citation program is now overseen by a steering committee which must include at least one community member. That committee sets the policies governing program requirements and standards, reviews and approves student proposals for capstone projects, and reviews and approves student portfolios that document their community-based capstone projects.

The College awards internal grants to faculty to support community-engaged teaching and scholarship, and these give priority to projects in which a community partner shares authority with the faculty member to direct the project. Thus, the individual community-engagement projects by faculty that are most readily and generously funded are those in which a member of the community plays a powerful role.

The Community Advisory Council (CAC) was established in the School of Medicine and Dentistry in 2006 to represent the voice of the community and guide and support the four missions of the University of Rochester Medical Center: education, research, patient care, and community health. The CAC is led by two community members who set the agenda and direct the meetings. Since its inception, the CAC has contributed to building an infrastructure for the URMC's community engagement activities and produced several documents which serve as resources to researchers conducting community-based research including "The Guiding Principles for Community-Engaged Research." Two members of the CAC serve on the Clinical Translational Science Institute's Strategic Leadership Team, which oversees all functions of the Institute, including the Community Engagement Function, and gives feedback to the funding renewal applications. The CAC also reviewed the University's Carnegie application.

At the Warner School, the Center for Urban Education and Success supports the University-East EPO. In 2014, the University forged a state-sanctioned partnership with East High School to create a new culture of learning. The Governance Councils consist of the principal, or designee; at least one bargaining unit representative; two family representatives; at least one student representative; and at least three transportation representatives who were elected by the East High School bargaining unit members. The Council identified problems of practice, and in 2017-18, the Center researched and published practitioner briefs on those identified areas, which include: best practices for educating English language learners, restorative practices, attendance, incorporating 6th grade into a secondary configuration, and additional resources. These briefs have been shared widely and informed planning for the East 2018-19 school year.

E. Infrastructure and Finance

E.1 Does the institution have a campus-wide coordinating infrastructure (center, office, network or coalition of centers, etc.) to support and advance community engagement?
Yes

E.1.1 Describe the structure, staffing, and purpose of this coordinating infrastructure. If the campus has more than one center coordinating community engagement, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional community engagement:
The purpose of this question is to determine the presence of "dedicated infrastructure" for community engagement. The presence of such infrastructure indicates commitment as well as increased potential for effectiveness and sustainability.

We expect a description of specific center(s) or office(s) that exist **primarily** for the purpose of leading/managing/supporting/coordinating community engagement.

The University has a decentralized administrative structure with a small, central administration. Community engagement is coordinated at multiple centers across the University, including the Rochester Center for Community Leadership (RCCL) in the College of Arts Science and Engineering, and the Center for Community Health and Prevention (CCHP) at the Medical

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

Center. For the past eight years, a group of faculty and staff from several community engagement hubs have met regularly to share information and best practices. The "Student Bridges Committee" (Bridges) consists of community engagement leaders from the CCHP; the RCCL; School of Nursing; Warner School; Hoekelman Center; Center for Advocacy, Community Health, Equity and Diversity; and the Memorial Art Gallery. Bridges organized a joint symposium each of the past six years to teach students from the various schools to engage respectfully and effectively with the community. The symposium includes an expo featuring community partners with which the University has established relationships, designed to facilitate connections between students and these community partners.

In addition to the work done by the Bridges Committee, the University has a centralized Office of Government and Community Relations that reports directly to the University president. The office occasionally convenes other departments within the University to facilitate community partnerships, in addition to advocating for the institution's interests with community groups as well as local, state and national government. The staff of the Office of Government and Community Relations also works with individual departments to connect them to community partners as appropriate.

As part of the planning to strengthen and prioritize community engagement at the University, the president and provost have committed to creating a centralized coordinating infrastructure, which will be implemented prior to the coming academic year (2019-20). It will consist of adding centralized responsibilities for two existing faculty/administrators who have already been involved in leading community engagement efforts, and who have strong ties with the Government and Community Relations Office. These leaders will report to the provost through the vice-provost for academic affairs, and they will convene a committee of representatives from each of the colleges and community engagement hubs, including Government and Community Relations and the newly created office of Equity and Inclusion. This centralized structure will build upon the collaborative nature of the Student Bridges Committee as well as the Carnegie Classification work group, and it will respect and support the efforts of individual colleges and departments, while establishing consistency and high standards for the University's community engagement. Centralized functions and responsibilities will span five categories: faculty and curricular engagement; students and co-curricular engagement; outreach and partnerships; data collection and assessment; and promotion and advancement.

Through the Carnegie self-study process, the coordinators of the application process, who are also the co-directors of the Bridges committee, have met multiple times with the University President Feldman, who initiated the application process and who has been instrumental in its completion. President Feldman has expressed great interest in the recommendations from the self-study and has committed to the centralized structure as described above.

E.2 Are internal budgetary allocations dedicated to supporting institutional engagement with community?
Yes

E.2.1 Describe the source (percentage or dollar amount) of these allocations, whether this source is permanent, and how it is used:
The purpose of all the questions in this section is to assess the level of institutional commitment to community engagement in terms of dedicated financial resources. Please provide the amount or percent of total institutional budget that funds the primary investment and ongoing costs of the infrastructure described in E.1 as well as any other funds dedicated to community engagement, including but not limited to internal incentive grants, faculty fellow awards, teaching assistants for service-learning, scholarships and financial aid related directly to community engagement, and funding for actual engagement projects, programs, and activities. Do not include embedded costs such as faculty salaries for teaching service-learning courses in their standard workload.

Consistent with the decentralized structure of the University there are few institutionally centralized budgetary allocations dedicated to specific functions. One such structure is the Office of Government and Community Relations, which includes a position dedicated to local community relations. In addition, President Feldman has agreed to an operational budget and salary support for the newly created centralized community-engagement structure in the Provost's office. In addition, the University supports decentralized budgets at each of the schools and several of those have dedicated budgetary support for community engagement.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

Community engagement, both curricular and co-curricular in the College of Arts, Sciences and Engineering is led by the Rochester Center for Community Leadership. That center has an annual operating budget of approximately $1,000,000, half of which comes from University operating accounts. These funds support staff positions that direct student co-curricular community engagement activities, operate student co-curricular and curricular community engagement programming, provide faculty development to support community-engaged scholarship and teaching, and provide internal grants to faculty for community engaged scholarship and teaching. Internal budget allocations also support transportation for students and faculty, including lease payments for a van and occasional charter buses.

The School of Medicine and Dentistry (SMD) established the Center for Community Health and Prevention (CCHP) to support community health. The mission of the CCHP is to join forces with the community to promote health equity; improve health through research, education, services, and policy; and establish models for prevention and community engagement. The CCHP has a $7 million budget which includes about $800,000 from the SMD. This money supports the infrastructure of the Center that has programming in community infectious disease, outreach and education, behavior change and workforce support. This budgetary allocation is about half of the $1.6 million the hospital spends to support community benefits. Other community benefit expenditures also support institutional engagement with the community, including community-building activities and support for local coalitions.

The SMD funds the Center for Advocacy, Community Health, Education and Diversity, which oversees medical and nursing students' engagement with community through the Students of Rochester Outreach, as well as summer programs to engage high school's students and the international community engagement programs. The Hoekelman Center has an internal budget from the SMD to fund Pediatric Links to the Community and Community Health and Advocacy Resident Education.

At the Warner School for Education, internal support is provided to the East High School EPO project. The University provided initial funding of about $250,000 from operating funds to support projects or expenses that were important to the implementation of the project but could not be covered by public funds available to the school and/or represent an addition that was not originally agreed upon in the EPO contract.

The Warner School has multiple positions that help to support engagement with the community. Likewise, the Eastman School of Music has several positions, including a community outreach coordinator, that contribute to community engagement efforts. The Simon School of Business has a staff member whose responsibilities include oversight of community engagement.

E.3 Is external funding dedicated to supporting institutional engagement with community?
Yes

E.3.1 Describe specific external funding:
These funding sources may include public and private grants, private gifts, alumnae or institutional development funds, donor support, or federal/state/local government and corporate funds dedicated to community engagement infrastructure and/or program activities.

There are many examples of external funding for community engagement throughout the institution, including the following notable examples.

Over 40% of the annual budget of the Rochester Center for Community Leadership is from federal grants that support community engagement. These include an AmeriCorps VISTA grant from the US Corporation for National and Community Service that supports the Rochester Youth Year fellowship and the Rochester Urban Fellows program. The Center also runs a play-based early childhood literacy program (LEAP--Learning and Exploring at Play) which is supported by over $90,000 annually in Federal Work Study Funds that support undergraduate student tutors working in the program. The Center also has a small contract with Monroe County BOCES District #1 that supports academic coaching and social mentoring for students with intellectual and developmental disabilities on campus through the TOUR (Transition Opportunities at the University of Rochester) initiative.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

The David T. Kearns Center provides educational guidance, scholarships, and support services to students who are low-income or underrepresented minorities. The Kearns Center manages federal grants for several of its programs, including Talent Search ($250,000 annually), Upward Bound ($295,000 annually), and Upward Bound Math Science ($295,000 annually).

The Mt. Hope Family Center, an affiliate of the College's department of clinical and social psychology, provides evidence-based intervention and prevention services to over 900 children and families at risk for family violence. Mt. Hope offers ten distinct community programs, funded by a number of sources, including the United Way, the Substance Abuse and Mental Health Services Administration, the National Institute of Mental Health, and others. Recently, the Center received an $8.39 million grant to create a national center for child maltreatment studies, becoming one of only three academic institutional partnerships in the United States to receive this prestigious award from the National Institutes of Health.

Over the past 15 years, the Warner School of Education has been awarded nearly $30 million in grants in support of education reform in more than 20 school districts in western New York, including focusing on ways to improve educational outcomes in urban education. In 2017-2018 Warner received $5.8 million, including funding for Project READ ($220,000) and Horizons at Warner ($200,000), as well as the Transitional Program for Students with Intellectual Disabilities in the Center for Disability and Education ($500,000), among other grants.

At the School of Medicine and Dentistry, the Center for Community Health and Prevention is supported in part by the University's Clinical Translational Science Institute (CTSI). The CTSI is funded by several grants, including a $19 million grant from Clinical Translational Science Award (CTSA) from NIH. The purpose of the CTSA program is to speed medical and population health interventions to people who need them. Part of this funding supports a strong community engagement function that funds lectures, grants, community training and research all focused on community engagement.

In December, 2017, the Eastman School received a $300,000 grant from the Andrew W. Mellon Foundation to support the Gateways Music Festival, which connects and supports professional classical musicians of African descent.

E.4 Is fundraising directed to community engagement?
Yes

E.4.1 Describe fundraising activities directed to community engagement:
Please describe institutional fundraising goals and activities pursued by offices of advancement, development, alumni, or institutional foundations that are focused on community engagement. Student fundraising activities in support of community engagement may be included.

The University has a large central office for Advancement that helps enhance giving, advocacy, and engagement in support of the University's mission. Community-based programs, certainly for health, but also for education, are a primary focus of both major donor and other private (foundation and corporate) investment. In that regard, Advancement is absolutely and profoundly involved in fundraising to support community engagement. The University currently raises more than $100 million in philanthropic support annually.

The College's community-engaged learning initiative is supported by the Dean's Fund for Community-engaged Learning, which is an endowment established by two local alumni, both of whom recently celebrated class reunion years and challenged classmates to give to this fund. Their initial commitment to establish the endowment was $200,000. The Rochester Center for Community Leadership has also been named in a $50,000 bequest by other alumni to support its community-engaged work. Staff are working with advancement officers to steward these gifts and identify additional donor opportunities.

The office of Advancement worked with a medical school alumnus who was interested in supporting medical students learning about community health. Advancement connected the alumnus with a faculty member committed to community engagement and service learning, leading to an annual gift to support community-engaged learning for medical school students. With the advancement officer's consultation, the alumnus has also committed a $250,000 gift in her will to support Medical Student Community Health Education.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

The Horizons at Warner summer learning program has been a fundraising priority for the Warner School for nine years. The funds raised from foundations and individuals for this program have helped to support up to 150 urban youth from low income-earning families in the Rochester area to attend a dynamic summer program aimed at inspiring a love of learning in these children and their families while also staving off the learning loss that otherwise would likely occur.

Recently, the Eastman Institute for Oral Health received a $500,000 gift to establish a pediatric dentistry clinic where more than 100 pediatric and general dentists, plus numerous hygienists, dental assistants and other staff will learn how to treat the unmet oral health needs of patients with special needs and medically complex conditions. An additional $500,000 gift established an endowed fund which will enable medical students to participate in educational, research and clinical activities in countries with health disparities.

In the first year of the EPO with East, the University established the Soaring Eagles Fund at the Warner School. Money raised by Advancement for this fund is available solely for enrichment activities for students at East, so all of the money goes directly to benefit some of the most under-served students and families in the Rochester community. To date, $589,377 has been raised for the Soaring Eagles Fund, which has funded a trip to Washington D.C. for the eighth-grade class for each of the past two years; a vibrant summer art camp; travel sports and sports camps; robotics camp; scholarship support; and STEP to College program.

E.5 Does the institution invest its financial resources in the community and/or community partnerships for purposes of community engagement and community development?
Yes

E.5.1 Describe specific financial investments and how they are aligned with student engagement strategy:
In this question, we are asking specifically about financial investments in community programs, community development, community activities/projects, and related infrastructure, often in the context of community/campus partnerships. Examples might be a campus purchasing a van for a community-based organization to facilitate transportation of volunteers; a campus donating or purchasing computers for an after-school program located in a community-based organization; a campus investing a portion of its endowment portfolio in a local community development project, etc. (Do not include PILOT payments unless they are specifically designated for community engagement and community development.)

The University is the largest employer in the region and the fifth largest private employer in New York State, responsible for sustaining nearly 60,000 jobs in the State. Employing approximately 32,000 people, the University contributes about $3.5 billion to the state and local economy.

The University includes the Medical Center which houses the Strong Memorial Hospital as part of the Institution. Since Strong is a non-profit entity, the hospital is required to report on how funding is used to support community benefits. Strong reports 7.47% (2016) of its operating budget for community benefits, or $256,570,996. This funding goes to financial assistance at cost, Medicaid services, health professions education and subsidized health services as well as community benefits operations. The institution spent $1,700,289 (2016) on community-benefits operations, with an additional $429,636 in cash and in-kind contributions to community benefits and $54,284 towards community-building activities. It gave $392,000 in direct support to various community groups. All activities are reported in publicly accessible tax reports as well as the community health improvement plan, and include community-engaged work towards addressing unplanned pregnancy, opioid addiction, hypertension control, telemedicine, and much more.

The School of Nursing provides operation and support of school-based health clinics that provide a full range of primary care and behavioral health services in local high schools. The Eastman Institute for Oral Health provides dental services to inner-city and rural youth through the SMILEmobile and dental outreach clinics. The SMILEmobile program serves children in 15 city schools and three Head Start programs and served over 40,000 children. By visiting schools directly, the SMILEmobiles eliminate the need for parents to miss work to take their child to the dentist.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

One example of the University's investment in community partnerships is the M.K. Gandhi Institute for Nonviolence, an independent nonprofit that equips people to use nonviolence to create a sustainable and just world for all. In addition to the University's annual budgetary contribution of $81,000, the University provides other resources, including legal and IT support.

On a smaller scale, the College has established several systems to engage and support community partners. It provides stipend compensation to those who supervise community-engaged learning projects, and honoraria for those who make classroom visits or who serve on advisory boards. In several instances, community partners have been engaged as adjunct faculty to teach courses.

The Center for Community Health and Prevention offers mini-grants for the development, strengthening, or evaluation of community partnerships for research, education, intervention, or service. Mini-grants can be used to support URMC community partnerships to initiate new research or program partnerships between URMC and community partners, help sustain ongoing community efforts in periods of transition, or help existing partnerships grow to the next level.

The University also invests its resources in the community through the homeownership program. $804,000 in financial incentives have been given to help University full-time and part-time faculty and staff achieve the dream of homeownership in city neighborhoods surrounding the University; more than 280 mortgages have been supported since the program began in 2008.

E.6 Do the business operations of the campus as an anchor institution align with local economic and community development agendas through hiring, purchasing, and procurement?
Yes

E.6.1 Please describe business operation practices tied to the local community:

This question is asking specifically about how the campus practices in the areas of recruitment, hiring, purchasing, and procurement align with and are an intentional complement to the institutional commitment to community engagement. This can include programs to encourage/support minority vendors, among many other practices. These institutional practices contribute to the context for successful community engagement.

The University partners with neighboring businesses and community organizations, the City of Rochester, and private developers on numerous projects to revitalize and redevelop the areas surrounding the University. The Center for Governmental Research has described the University as a "vital cornerstone for our region's economic health." According to its 2017 report, the University of Rochester and its affiliates have made considerable capital investments in the last decade, totaling more than $2.7 billion, averaging about $290 million in capital investments per year.

The University has helped make possible projects like Brooks Landing (a hotel and retail/office space redevelopment project in an economically depressed area of the city) and Riverview Apartments by leveraging its employee and student populations and geographic proximity in order to be an anchor tenant renting office space and student housing. In total, the University leases 1.4 million square feet of space in locations throughout the region, which involves more than $178 million in annual lease payments. As part of these efforts, the University has supported development of the Westside Farmers' Market, which is housed at St. Monica's church in the Brooks Landing neighborhood.

In 2014, in culmination of years of planning with the community, the University used 16 acres of its land to develop College Town which not only generates tax revenue but is also helping to revitalize a commercial corridor that serves as a gateway to the city. When the University sold the land to developers to create the mixed-use development project, the University extensively involved surrounding neighbors and community groups to shape the vision of the project, from the design to the balance of vendors and tenants to mitigating potential parking and traffic impacts.

The University Dining Service has made a priority to support local farmers in its food supply chain. It has established a close working relationship with Headwater Foods, a local B-corporation with a focus on sourcing from local producers. It has partnered with Foodlink to provide local food and composting services, and has a contract to purchase value-added

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

products from Foodlink's new for-profit food processing facility, which helps subsidize Foodlink's programs to address food insecurity.

The University is partnering with both the Rochester-Monroe Anti-Poverty Initiative and Connected Communities to confront the deeply embedded problem of poverty in Rochester. Through its involvement in the Rochester Monroe Anti-Poverty Initiative, the University expanded its Employee Assisted Housing Program into neighborhoods highlighted in the RMAPI strategic initiative. The program provides incentives for employees to purchase homes in the city by partnering with the City of Rochester and several banks/credit unions to offer regular full-time and part-time faculty and staff a $9,000 grant toward the purchase of a primary residence in selected urban neighborhoods.

In order to support the education system for K-12 in the City of Rochester, and with approval from the state Education Department, the University began its relationship as the Educational Partnership Organization for East High School in July 2015, when the school was planned for closure.

F. Tracking, Monitoring, Assesment

F.1 Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community?
Yes

F.1.1 Describe systematic campus-wide tracking or documentation mechanisms:
The purpose of the questions in this section is to estimate sustainability of community engagement by looking at the ways the institution monitors and records engagement's multiple forms. Tracking and recording mechanisms are indicators of sustainability in that their existence **and use** is an indication of institutional value for and attention to community engagement. Keeping systematic records indicates the institution is striving to recognize engagement as well as to reap the potential benefits to the institution. Please use language that indicates an established, systematic approach, not a one-time or occasional or partial recording of community engagement activities. This approach will be demonstrated by means of a description of active and ongoing mechanisms such as a database, annual surveys, annual activity reports, etc. Do not report the actual data here. Here is where you describe the mechanism or process, the schedule, and the locus of managerial accountability/responsibility. You may also describe the types of information being tracked such as numbers of students in service-learning courses, numbers of courses, identity and numbers of partnerships, numbers and types of community-based research projects, etc.

The University is a highly decentralized institution, with few systematic, institution-wide tracking mechanisms. Nonetheless, the University's various campuses have developed mechanisms for tracking community engagement, and the University has made a commitment to coordinate these efforts going forward. Through the Carnegie self-study process, an inventory has been created identifying 263 unique community partners and 338 community-engaged initiatives.

By far, the largest numbers of students are enrolled in the College of Arts, Sciences and Engineering as undergraduates, and the College does have a systematic tracking and documentation system for students, as well as a system for documenting community-engaged courses. The College's citation in Community-Engaged Scholarship is a curricular framework through which students can integrate community-engaged learning into their undergraduate curricula and gain recognition on their academic transcript. The citation is tracked in the registrar's degree audit management system, and community-engaged courses are flagged as such in the course database system. These courses are identified by individual academic departments and approved by the Rochester Center for Community Leadership. A steering committee reviews and approves proposals for students to pursue the citation, as well as their capstone project portfolios upon completion. In addition, co-curricular community engagement is tracked both through the College's student involvement portal (powered by Campus Labs), as well as through a cloud-based project management system maintained by the Rochester Center for Community Leadership.

A similar process exists for medical students in the SMD. All medical students are expected to contribute hours to

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

community through Students of Rochester Outreach (SRO). SRO offer medical students and nursing students the ability to work with the community to support individuals from all different backgrounds and lifestyles. There is an inventory of SRO opportunities and students must register in the scheduling system prior to working with an SRO agency. Students' hours are tracked annually in the CACHED office. Medical students who complete significant number of SRO hours, and direct their hours towards community health improvement, can earn Distinction in Community Health. Candidates for Distinction are tracked and followed throughout their four years of medical school within the Blackboard learning management system. There is an inventory of community agencies that work with students, as well as a tracking system for Distinction students and requirements.

The Medical Center has an extensive online database for tracking community benefit activity. The database is managed by the University Information Systems Division. There is an annual request to members of each division with in the medical center to populate the database with community benefits activity for the prior year. This information is collected and reviewed by the finance department for tax reporting purposes, and by the Center for Community Health and Prevention to track activity and faculty involvement.

F.2 Does the institution use the data from those mechanisms?
Yes

F.2.1 Describe how the institution uses the data from those mechanisms:
For each mechanism or process described in F1.1 above, we expect descriptions of how the information is being used in specific ways and by whom. Some examples of data use include but are not limited to improvement of service-learning courses or programs, information for marketing or fundraising stories, and/or the reward and recognition of faculty, students, or partners.

The Bridges group serves as a collaborative body that brings together community engagement experts from across the institution. The Bridges members review the data in general terms and discuss best practices and barriers to community engagement. For example, Bridges members compared their tracking of community partners. It was noted that three different community engagement hubs were sending students to a few of the same community partners. The Hoekelman Center was sending pediatric residents, the Community Health Improvement Course (CHIC) was sending medical students, and the Center for Community Leadership was sending undergraduates, all to Common Ground Health, a regional collaboration and advocacy agency. The Bridges group discussed whether this might be overwhelming to the community partner, or if there might be opportunities for better coordination of efforts. University contacts engaged the partner in discussions about how to stagger the placements or coordinate the students so they can learn in interdisciplinary teams. These conversations gave rise to the first attempts to create a centralized database of community partnerships. With the commitment to centralize and institutionalize community engagement in the provost office for 2019-2020, opportunities for this type of quality improvement will continue as more members join the team to build upon and analyze the data compiled for the Carnegie application.

In the College, the Rochester Center for Community Leadership uses data collected about the community-engaged learning as well as co-curricular community engagement to publish an annual report as well as executive summaries to share information about its various programs and initiatives with key stakeholders, including donors and senior leadership. Key indicators, including numbers of faculty teaching community-engaged courses and numbers of students completing the citation, are monitored to identify trends, such as numbers of community-engaged courses by academic department or division, and student participation by class year or major.

In the medical center, the Center for Advocacy, Community Health, Education and Diversity tracks the hours that medical students spend with community organizations through the Students of Rochester Outreach (SRO). The medical center uses this data to track student community engagement activity. Students are encouraged but not required to participate in SRO hours. If a student gives a minimum of 20 hours per year, this time is acknowledged as the student applied for residency in the Deans Letter to Residency Directors. Students interested in pursuing the longitudinal Distinction in Community Health must serve a minimum of 140 hours across the four years of school, and the tracking mechanisms is used to record the students' adherence to requirements.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

The Hoekelman Center tracks the community partners and the residents who engage the partners. In an effort to assure comprehensive engagement with the community a map was created showing the location of each community partner.

The community benefits database in the medical center is used to report the hospital's contribution to community health for tax reporting purposes. This information is shared with hospital leadership and used to develop the Community Benefits Report annually, that is posted on the University's website and shared with the community.

F.3 Are there mechanisms for defining and measuring quality of community engagement built into any of the data collection or as a complementary process?
Yes

F.3.1 Describe the definition and mechanisms for determining quality of the community engagement.
The University through the Community Advisory County (CAC) for the medical center began thinking about quality in community engagement more than a decade ago and approved the Guiding Principles for Community-Engaged Research in 2008. These include:

>Long-term engagement
>Mutual benefit
>Mutual respect
>Shared findings
>Enhanced community capacity
>Shared responsibility
>Evidence-based
>Collaborative from start to finish*
>Responsive to community priorities and perspectives*
*These guidelines apply specifically to community-based participatory research.

The Guiding Principles are used as criteria to select the winners of the Dr. David Satcher Awards for excellence in Community Health. The guiding principles are often referred to in discussions around defining quality community engagement. The application for the Center for Community Health mini-grants requires applicants to discuss how their partnership and project address the Guiding Principles.

Through the Carnegie process, a working group was created with community engagement leaders from each of the schools and from central administration. The working group has discussed the Carnegie definition for community engagement and has begun crafting an institution-specific definition that will incorporate the Guiding Principles. This will allow departments across the University to measure the quality of individual community engagement efforts.

In the College, courses are tracked according to those that are more superficial in their engagement (involving academic content delivered jointly with a non-academic community partner, or courses which examine inequality or unmet needs in the community) from those that are more deeply engaged (resulting in an academic work product that benefits a community partner). Proposals for faculty course implementation grants and course development grants are designed to gather information that allows the steering committee to make judgments about the quality of community engagement. Based on this information, the steering committee routinely makes determinations about the quality of

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

community engagement displayed by faculty in their courses. Likewise, based on information provided in students' proposals for the citation in community-engaged scholarship, the steering committee makes determinations about the quality of the community engagement reflected therein.

With medical students, those who complete 140 hours or more of community-engaged service in a particular area can apply for Distinction in Community Health. Not everyone who applies is granted this distinction; students must demonstrate a clear understanding of community engagement and work effectively beyond health care delivery. A committee for Distinction in Community Health exists to assess quality. Students present their work to the committee, which selects the successful candidates as well as choosing two outstanding students for awards for excellence in community engagement, and in scholarship. Students are evaluated on their understanding of community and on the quality of the community-engaged efforts. For 2019, an annual award was developed to reward the highest quality of community engagement. The Costanza Community Impact Award is given to the Distinction candidate whose work exemplifies outstanding community engagement with the greatest potential for sustainable impact on the health of the community.

The implementation of stronger central coordination in the coming year presents the opportunity to strengthen the University's use of assessment data and quality-control systems.

F.4 Are there systematic campus-wide assessment mechanisms to measure the outcomes and impact of institutional engagement?
Yes

F.4.0

The next series of questions will ask you about Outcomes and Impacts. Outcomes are the short-term and intermediate changes that occur in learners, program participants, etc., as a direct result of the community engagement activity, program, or experience. An outcome is an effect your program produces on the people or issues you serve or address. Outcomes are the observed effects of the outputs on the beneficiaries of the community engagement. Outcomes should clearly link to goals. Measuring outcomes requires a commitment of time and resources for systematic campus-wide tracking or documentation mechanisms for the purposes of assessment. Outcomes provide the measurable effects the program will accomplish. When outcomes are reached new goals or objectives may need to be set, but when outcomes are not achieved it may be time to reassess. Impacts are the long-term consequence of community engagement. Impacts are the broader changes that occur within the community, organization, society, or environment as a result of program outcomes. While it is very difficult to ascertain the exclusive impact of community engagement, it is important to consider the desired impact and the alignment of outcomes with that impact. Furthermore, institutions can and should be working toward some way of measuring impact as an institution or as a member institution of a collective impact strategy.

For each question in this section, please answer for outcomes and impacts.

The purpose of the questions is to assess the sustainability of engagement at your institution by looking at your approaches to estimating outcomes and impacts of community engagement on varied constituencies (students, faculty, community, and institution). When institutions engage with communities, we expect there will be effects on these constituent groups. These expectations may vary from institution to institution and may be implicit or explicit. Outcome and Impact may take many forms including benefits or changes that are in keeping with the goals set for engagement in collaboration with community

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

partners. Thus, there is potential for both expected outcomes and impacts and unintended consequences, as well as positive and negative impacts.

For each constituent group identified below we are asking for a description of the mechanism for ongoing, regularly conducted impact assessment on an institution-wide level, not specific projects or programs. The response should include frequency of data collection, a general overview of findings, and at least one specific key finding.

F.4.1 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Student Outcomes and Impacts:

First, describe the assessment mechanism(s) such as interviews, surveys, course evaluations, assessments of learning, etc., schedule for data collection, and the key questions that shaped the design of the mechanism(s). We expect to see campus-wide approaches, robust student samples, data collection over time, and a summary of results. The key finding should illustrate impacts or outcomes on factors such as but not limited to academic learning, student perceptions of community, self-awareness, communication skills, social/civic responsibility, etc. Impact findings should not include reports of growth in the number of students involved or of students' enthusiasm for service-learning.

In spring, 2019, the University administered "Campus Climate Survey" for the fourth time since 2008. All undergraduates in the College and at Eastman School of Music received an email with the link to complete the Diverse Learning Environments Survey. Designed by the Higher Education Research Institute at UCLA, it is designed to help create positive social change on campus. This survey is being implemented through the Paul J. Burgett Intercultural Center. The 2016 survey yielded the following key findings:

1) Increasing numbers of under-represented minority and international students over the past 10 years, which comprise roughly 35% of the undergraduate student population in the College.

2) Significant improvements in international student retention and 6-year graduation rates, which has contributed to increases in the overall College graduation rate.

3) Small-scale improvements in under-represented minority 6-year graduation rates have not closed a gap with the overall College graduation rate. This gap is larger than similar gaps at peer institutions, perhaps reflecting the stronger overlap of low-income and first-generation status among the College's under-represented minority students.

4) Notable successes in improving graduation rates for under-represented minority students participating in special programs administered by the Kearns Center and Office of Minority Student Affairs.

The University has routinely participated in two other systematic assessment initiatives that provide insight into outcomes and impact of community engagement for students. Since 2006, The Rochester Center for Community Leadership has overseen the administration of the Multi-Institutional Study of Leadership (MSL) to a random sample of 4,000 undergraduate students in the College every three years. The MSL was designed based on the social change model of leadership, and measures outcomes across at least seven categories for leadership development, including citizenship. Questions ask about students' participation in both curricular and co-curricular community engagement.

Since 2012, the University has participated in the National Study of Learning, Voting and Engagement (NSLVE), led by the Center for Information and Research on Civic Learning and Engagement at Tufts University. This has provided the University with baseline data on voter registration and participation rates of its students for even-year elections, and has allowed for focused outreach to groups of students who have shown less political engagement. In 2016, 77.6% of eligible students registered to vote, and 50.9% actually voted in the election, representing an increase of 6% and 7% (respectively) over the data obtained through NSLVE for the 2012 election cycle.

F.4.2 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Faculty Outcomes and Impacts :

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

First, describe the mechanism and schedule for data collection from faculty, and the key questions or areas of focus that guided the design of the mechanism. Mechanisms used might include but are not limited to interviews, surveys, faculty activity reports, promotion and tenure portfolios or applications, or similar sources. Include descriptions of the methods used for faculty from all employment statuses. Mechanisms used might include but are not limited to hiring protocols, compensation policies, orientation programs, etc. Key findings should describe differences or changes that illustrate impact on faculty actions such as teaching methods, research directions, awareness of social responsibility, etc. Findings should not include reports of growth in the number of faculty participating in community engagement; we are looking for impact on faculty actions in regard to engagement.

One impact of successful institutional engagement is diversity and inclusion. The University has taken steps to assess campus climate for diversity and inclusion among the faculty, staff and students. These campus-wide assessments provide data relevant to community engagement and serve as a measure of effectiveness of community engagement efforts. The Diversity Engagement Survey is a climate survey that measures and describes the inclusiveness of an academic environment. The survey was administered through DataStar and offered to all faculty and staff of the University of Rochester and students in the School of Medicine and Dentistry, School of Nursing, Simon Business School, and Warner School of Education in February 2016. The 22 standard survey questions are mapped to eight "inclusion" factors: trust, appreciation of individual attributes, sense of belonging, access to opportunity, equitable reward and recognition, cultural competence, respect, and common purpose. All eight factors have been identified as the key components of workforce inclusion and diversity identity.

Twelve thousand and eighty (12,080) University of Rochester faculty, staff, trainees, and graduate students completed the survey, representing an overall response rate of 48%. Of the eight factors, Common Purpose, defined as an individual's contribution to institutional mission and connection to vision, purpose, and mission, showed the highest favorable ratings and is thereby one of the University's greatest strengths. Cultural Competence was one of the biggest challenges—both overall and in terms of differences between various identity groups and the majority. Summarized as "individual believes the institution has the capacity to make creative use of its diverse workforce in a way that meets business goals and enhances performance," this definition can encompass more commonly held definitions of cultural competence (Person, et al., 2015). Trust and a climate of respect were perceived in a favorable way by a clear majority University-wide, but these were also common sources of large differences between the majority and some identity groups—especially related to race, LGBT status, and disability.

For institutional grants to support faculty pursuing community-engaged learning in the College, faculty are required to report on the outcomes of each course supported by a grant. The survey asks faculty to assess the effectiveness of the course in achieving learning outcomes related to community engagement. For example, "To what extent did students contribute to the mission or needs of the community partner organization?" And "To what extent were students exposed to issues of inequality or unmet needs in the community?" The survey also asks faculty for feedback about their experience teaching the course. Faculty must complete the report in order to be eligible for additional grant funding to support delivery of the same (or additional) community-engaged courses.

F.4.3 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Community Outcomes and Impacts as it relates to community-articulated outcomes:

First, describe the mechanism and schedule for data collection regarding impact on community, and the key questions or areas of focus that guided the design of the mechanism. Describe how the campus has responded to community-articulated goals and objectives. Mechanisms may include but are not limited to interviews, surveys, focus groups, community reports, and evaluation studies. We realize that this focus can be multidimensional in terms of level of community (local, city, region, country, etc.) and encourage a comprehensive response that reflects and is consistent with your institutional and community goals for engagement. We are looking for measures of change, impact, benefits for communities, not measures of partner satisfaction.

The University's community-engaged programs typically have robust assessment mechanisms in place to assess outcomes

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

and impact for the community. In many cases, these mechanisms are informed by reporting requirements and priorities of external sponsors. For example, the Rochester Youth Year fellowship program, which is funded by an AmeriCorps VISTA grant from the US Corporation for National and Community Service, collects extensive data about the capacity-building work carried out by the AmeriCorps VISTA members at their community host sites. These data include indicators about progress toward capacity-building performance measures such as cash and in-kind resource generated, and community volunteers recruited, trained and managed. The reports also include qualitative data about the progress and impact of this work, including connections formed with University stakeholders and other area colleges. The data collected through this system had documented that in the 11 years since its inception, community partners have benefitted from $3.29 million in cash and in-kind resources, and 7,148 community volunteers.

F.4.4 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Institutional Outcomes and Impacts :

First, describe the mechanism and schedule for data collection regarding impact on the institution and the key questions or areas of focus that guided the design of the mechanism. Mechanisms might include but are not limited to interviews, surveys, activity reports, other institutional reports, strategic plan measures, performance measures, program review, budget reports, self studies, etc. This section is where you may report measurable benefits to the institution such as image, town-gown relations, recognition, retention/recruitment, or other strategic issues identified by your institution as goals of its community engagement agenda and actions.

Recently the School of Medicine and Dentistry (SMD) took part in the Social Mission Metrics Study, developed by the Health Workforce Institute at George Washington University. The goal of the study is to create a system of metrics that can be used in a regularized way to identify the level of engagement of US dental, medical, and nursing schools in social mission activities, track them over time, and/or allow a school to compare itself to other schools. URMC was one of several pilot schools that field-tested the survey in 2017, and completed the final survey in April 2019. There are 18 activity areas assessed in the Social Mission Metrics Survey including student diversity, curricular alignment with community needs, community collaboration, and student activism. After completing the field-testing survey, SMD received feedback in comparison to other pilot schools, and performed well—usually scoring above or at the median. These results are the summary of a field test assessment are not an accurate reflection of the final results, which will be received later in 2019. Results of the pilot survey showed that SMD scored below average in "diversity in our academic leadership" and in "faculty activism," but scored very well in "support for student-run clinics" and "community collaborations."

Several important outcomes of this survey were not in the results, rather in the process. The pilot social mission metrics survey was distributed to faculty working in community health, who were excited and enthusiastic about completing the survey and participating in its creation. The final survey that resulted from the pilot study was sent to the Dean of the medical center, and it may have stopped there, however it did not. The Dean made completing the survey a priority, and instructed several faculty members to complete sections of the survey. A second important outcome is the discovery that mechanisms are needed to accurately assess social inclusion and community engagement in tracking. For example, the University tracks demographics, race and age of the student body, but doesn't always track if the students are from the local community, or if the students engaged in any of the University's recruitment programs. In addition, it was extremely difficult to accurately count the number of research efforts that have a community engagement or social equity component.

F.5 Does the institution use the data from these assessment mechanisms?
Yes

F.5.1 Describe how the institution uses the data from the assessment mechanisms:

Using examples and information from responses above, provide specific illustrations of how the impact data has been used and for what purposes.

Yes, data from the assessments are analyzed and used for quality improvement throughout the institution.

Data from the Diverse Learning Environments survey, as well as the Multi-Institutional Study of Leadership and the National Study of Learning, Voting, and Engagement, have shaped the programming and support that the University

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

provides to students. For example, the finding about the enrollment data from the Diverse Learning Environments survey has led to further discussion and analysis of the relationship between international student supports and non-international, under-represented minority students, and how to foster better collaboration across departments for these disparate but overlapping categories of students.

Results from the faculty and staff Diversity Engagement Survey showed cultural competency as a challenge. Results of the survey and other input have led to the creation of a new position of vice president for equity and inclusion. Final stages of interviews are being conducted in April 2019 with the position to be filled in the coming weeks. This position will have a direct link to the newly created community engagement hub in the provost's office. In addition, the newly created Office for Equity and Inclusion will bring together an Assistant Vice President for Diversity and Inclusion, including personnel for both faculty and staff development and diversity, and an Assistant Vice President for Equal Opportunity.

As a result of the Social Mission Metrics Study and discussions with other academic medical centers around community engagement, the SMD has joined the Association of American Medical Colleges as they apply for a conference grant from the Agency for Healthcare Research and Quality focusing on community engagement. The conference is aimed at developing a blueprint for a comprehensive enterprise-wide community engagement infrastructure for academic health centers. The SMD was invited by the AAMC to join four medical schools currently certified by the Carnegie Classification to serve as a planning team for this conference. The SMD has accepted the invitation and the team is awaiting approval for funding, with hopes of convening the conference in summer 2020.

Results of all the assessments prompted the acting President to support the University's application for the Carnegie classification and appoint leaders to undertake the self-study in 2018. Through the Carnegie self-study, an institutional workgroup has been convened and the centralization of community engagement at the level of the provost has been solidified to begin prior to the 2019-2020 academic year. As central coordination is strengthened, the community engagement team will work to improve mechanisms for systematic assessment of community, students, and faculty for the future.

F.6 In the past 5 years, has your campus undertaken any campus-wide assessment of community engagement aimed at advancing institutional community engagement?
Yes

F.6.1 What was the nature of the assessment, when was it done, and what did you learn from it?
Describe how you used specific opportunities and tools for assessing community engagement on your campus (opportunities might be a strategic planning process, a re-accreditation process, the self-study and external review of a center for community engagement, or others; tools might be the Anchor Institutions Dashboard, the Civic Health Index, the National Assessment of Service and Community Engagement (NASCE), the National Inventory of Institutional Infrastructure for Community Engagement (NIIICE), or others).

In April 2014, a team of researchers at the University of Rochester Medical Center (URMC) published a paper entitled "Evaluating Community Engagement in an Academic Medical Center" (Szilagyi, P, et al. Academic Medicine, Vol. 89, No. 4/April 2014). The paper was written based on the authors' observation that there are no standard accepted metrics for evaluating Academic Medical Center's performance and impact of community engagement activities. The authors created a framework for evaluation community engagement activities, and completed the evaluation along with seven other academic health centers (AHCs), publishing the results in a subsequent article "Community Engagement in Academic Health Centers: A Model for Capturing and Advancing our Successes" (Vitale, et al. Journal of Community Engagement and Scholarship, Vol. 10, No. 1, 2018). Eight AHCs piloted the Institutional Community Engagement Self-Assessment (ICESA) which uses the Rochester framework examining structure, process and outcome criteria to map community engagement activity, and the Community-Campus Partnerships for Health (CCPH) Self-Assessment to identify institutional resources for community engagement and gaps to inform goal-setting. The results of the University of Rochester Medical Center self-evaluation using the Rochester framework are published in the first (Szilagyi) article. To complete the assessment, three overarching goals for community engagement at URMC were established: 1. Improve the health of the community served; 2. Increase the capacity for community engagement, its value to the community, and community credibility/trust in SMD; and 3. Increase generalizable knowledge and practices. This campus-wide assessment focused on listing the University's

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

community-engagement activities that address each of the goals and then assess the structures, processes and desired outcomes that support the activities.

In summary of the self-assessment process, the authors (University faculty and staff) stated, "Systematically evaluating an AMC's community engagement efforts can have both short- and long-term paybacks. Short-term, rigorous evaluation can serve to highlight successful programs, point out those that may need modification, and elevate the rigor of community engagement activities. Long-term, successful community engagement activities can truly improve a community's health and enhance the value of an AMC locally and its reputation nationally."

G. Faculty and Staff

G.1 Does the institution provide professional development support for faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) and/or staff who engage with community?

Yes

G.1.1 Describe professional development support for faculty in any employment status and/or staff engaged with community:

Most campuses offer professional development – what is being asked here is professional development specifically related to community engagement. Describe which unit(s) on campus provides this professional development, and how many staff/faculty participate in the professional development activities that are specific to community engagement.

The University's Office of Faculty Development and Diversity created an Inclusive Climate Leadership Fellowship in 2017 to build career development programs and develop strategies to promote social justice and foster hiring and promotion of a more diverse faculty. The two-year fellowship comes with a 10% salary stipend and financial and professional development support for planning and design of a project. Several of the projects have a community-engagement focus. Seven faculty and staff members were selected to receive the inaugural fellowships; three of the fellows are working on projects in collaboration with off-campus partner organizations.

Since 2010, the Office of Faculty Development and Diversity has organized the University's annual diversity conference, which features a keynote speaker as well as presentations by various members of the University community (faculty, staff, students, clinicians) and by community partners. This has been a valuable professional development opportunity that each year attracts hundreds of participants. In addition, the Office has organized a research conference most years exploring various topics, including food justice (in 2017) and community-based research (2014), attracting over 200 participants.

The College provides four programs to support professional development of faculty (of all statuses) and staff. First, it conducts a two-day annual summer retreat on community-engaged teaching and scholarship for any interested faculty and staff. That retreat provides instruction and workshop activities for faculty and their community partners on designing and implementing community-engaged learning activities. Second, it convenes regular presentations approximately monthly in which faculty share their community engagement work with their peers and interested staff. Third, as part of the community-engaged course development grant program, it facilitates a year-long learning community on community-engaged teaching and learning for the grant recipients. Finally, it provides internal grants to support faculty and staff attendance at professional development programs focused on community-engagement offered by other institutions.

Within the medical center, the CTSI has implemented three exciting learning resources for community engagement. First, it is offering a course, Community Engagement in Research - Community Based Participatory Research Training Program, that aims to train University researchers and community members in community-engaged research using CBPR principles. This training is offered weekly for two hours over six months. The first class in 2018 had 30 students complete the free training. The CTSI has also implemented Community Engagement Studios which offer a structured dialogue that engages patients, consumers, and other stakeholders to provide feedback on biomedical and clinical research from a community

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

perspective. Finally, the CTSI created a MOOC (massive, online, open course) entitled, "Community Engagement in Population Health." The MOOC is a 3-week asynchronous learning platform that is available to all faculty and staff for free and is required for all CTSI students.

The University's office of human resources provides professional development on diversity issues through training in unconscious bias, Safe Space, and other topics. In addition, the office of Mental Health Promotion in the department of psychiatry offers training focused on community engagement through the "Community Counts" seminar series as well as various grand rounds in psychiatry and public health.

G.2 In the context of your institution's engagement support services and goals, indicate which of the following services and opportunities are provided specifically for community engagement by checking the appropriate boxes.

Employment Status	Tenured or tenure track	Full-time non-tenure track	Part time	Professional staff
Professional development programs	Yes	Yes	Yes	Yes
G.2 Facilitation of partnerships	Yes	Yes	Yes	Yes
G.2 Student teaching assistants	Yes	Yes	Yes	Yes
G.2 Planning/design stipends	Yes	Yes		
G.2 Support for student transportation	Yes	Yes	Yes	Yes
G.2 Eligibility for institutional awards	Yes	Yes	Yes	Yes
G.2 Inclusion of community engagement in evaluation criteria	Yes	Yes	Yes	Yes
G.2 Program grants	Yes	Yes	Yes	Yes
G.2 Participation on campus councils or committees related to community engagement	Yes	Yes	Yes	Yes
G.2 Research, conference, or travel support	Yes	Yes	Yes	Yes
Other				

G.2.1 If Yes to "Other": Please describe other support or services:
--empty--

G.3 Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty in any employment status and staff with expertise in and commitment to community engagement?
Yes

G.3.1 Describe these specific search/recruitment policies or practices and provide quotes from position descriptions:
The University's affirmative action policies specify that the University must partner "with community agencies that support the recruitment of underrepresented minorities, women, veteran and individuals with disabilities, such as: the Hillside Work- Scholarship Connection, the Health Care & Technology Youth Apprenticeship, Veterans' Outreach Center, Urban League of Rochester, Association for the Blind and Visually Impaired (ABVI Goodwill), Rochester Rehabilitation Center, Monroe County's Career Start Program, the Institute for Innovative Transition's Project SEARCH, and local Veterans' Employment offices." The implementation of this policy helps to ensure that the University's hiring

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

outcomes not only ensure staff diversity, but ensure that we hire individuals with expertise and commitment to community engagement.

In 2017, the University completed the steps to become an Employer of National Service, a designation offered by the US Corporation for National and Community Service. While this does not systematically ensure the hiring of faculty or staff with expertise in community engagement, it is a talent recruitment mechanism that can help to attract faculty and staff who have indeed demonstrated a commitment to community engagement through their participation in national service programs, such as AmeriCorps, National Civilian Community Corps, and the Peace Corps.

G.4 Are there institutional-level policies for faculty promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? If there are separate policies for tenured/tenure track, full time non-tenure track, and part time faculty, please describe them as well.
Yes

G.4.1 Use this space to describe the context for policies rewarding community-engaged scholarly work:
"Faculty scholarly work that uses community-engaged approaches and methods" refers to community engagement as part of teaching, research and creative activity, and/or service; i.e., community engagement as part of faculty roles.

Characteristics of community engagement include collaborative, reciprocal partnerships and public purposes.

Characteristics of scholarship within research and creative activities include the following: applying the literature and theoretical frameworks in a discipline or disciplines; posing questions; and conducting systematic inquiry that is made public; providing data and results that can be reviewed by the appropriate knowledge community, and can be built upon by others to advance the field.

Campuses often use the term community-engaged scholarship (sometimes also referred to as the scholarship of engagement) to refer to inquiry into community-engaged teaching and learning or forms of participatory action research with community partners that embodies both the characteristics of community engagement and scholarship.

In response to this question, if appropriate, describe the context for these policies; e.g., that the campus went through a multi-year process to revise the guidelines, which were approved in XXXX and now each department has been charged with revising their departmental-level guidelines to align with the institutional guidelines regarding community engagement.

At the Faculty Senate meeting on September 25, 2018, the Senate approved changes to the Promotion, Tenure, and Community Engagement Policy in the Faculty Handbook. The Board of Trustees approved these final changes on October 5. This language, shown below, recognizes the relevance of community-engagement in both teaching and service as part of the process of promotion to tenure. The text added is demarcated by *asterisks* below.

"Promotion to Tenure

The key promotion is to tenure; subsequent sections will relate other promotions to this one.

The principal factors considered are teaching, scholarly or artistic work, and service to the department, school, University, profession, and community.

The first threshold that must be crossed on the path to tenure is excellence in teaching. Each school seeks its own approach

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

to the difficult task of evaluating teaching, with the one proviso that the evaluation be formal rather than merely anecdotal. *Teaching that takes place outside the University or otherwise engages the classroom with the community will be considered, again with the proviso that it be formally evaluated.* It is very much in the interests of the untenured professor to assure that some form of documented demonstration of teaching excellence becomes part of the record.

The second threshold is scholarship or artistic work. To achieve tenure, a faculty member is expected to have made significant scholarly contributions to their chosen field; in artistic areas, they are expected to have produced creative work of distinction. Since scholars and artists work in communities marked by widely shared standards of individual achievement, the judgments about the work of a scholar or artist by those who have themselves met those standards is a critical part of the case for tenure. ... The case for tenure then rests on a documented demonstration that the candidate has made a contribution of such importance that it is nationally recognized.

Passage of these two thresholds is a necessary but not sufficient basis for promotion to tenure. If the thresholds are passed, then one considers the overall excellence of the candidate, which may be heavily based on outstanding research, or heavily on fine teaching, or (most preferred) on great achievement in both of these areas.

Service is the third area of consideration; it is difficult to define the appropriate level. Unless an individual has demonstrated willingness to work for the department, it is not likely that colleagues will be prepared to recommend tenure. Similarly, the ad hoc committee of faculty will hardly wish to recommend that the University retain indefinitely somebody who has such a preoccupation with teaching and research that the many other responsibilities of faculty members are neglected. *Service to the community related to a faculty member's academic scholarship should be positively weighed at the time of promotion, just as service to the department, school, University, or profession would be.*"

G.5 Is community engagement rewarded as one form of teaching and learning ? Include tenured/tenure track, full time non-tenure track, and part time faculty if there are policies that apply to these appointments.
Yes

G.5.1 Please cite text from the faculty handbook (or similar policy document):
Yes, as of October 2018, community engagement is rewarded as one form of teaching and learning. The text from the Faculty Handbook is:

"The first threshold that must be crossed on the path to tenure is excellence in teaching. Each school seeks its own approach to the difficult task of evaluating teaching, with the one proviso that the evaluation be formal rather than merely anecdotal. *Teaching that takes place outside the University or otherwise engages the classroom with the community will be considered, again with the proviso that it be formally evaluated.* It is very much in the interests of the untenured professor to assure that some form of documented demonstration of teaching excellence becomes part of the record."

G.6 Is community engagement rewarded as one form of research or creative activity? Include tenured/tenure track, full time non-tenure track, and part time faculty if there are policies that apply to these appointments.
No

G.6.1 Please cite text from the faculty handbook (or similar policy document):
Language was proposed to reward community engagement as a form of research during the October discussion of changes to the Faculty Handbook. The proposed language was as follows:

"The portfolio of scholarship may include publicly engaged scholarship. Such scholarship often takes

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

the form of collaborative interactions, includes partners outside the University, and seeks to enhance the common good or public life of the local community, state, nation, or wider world. Products of such work are to be evaluated by departments and schools rigorously and by standards consistent with those used for all other scholarship and artistic work."

There was significant discussion around the inclusion of this language with many faculty senators in support. However, the language was deemed to be quite vague and definitions of community-engaged scholarship were not readily understood. This language was not included in the October 2018 changes to the Faculty Handbook. However, in February, 2019, the Senate convened an ad hoc committee to further explore this possibility, and to develop revised language for consideration by the full Senate. The committee has been appointed, with Dr. Theresa Green as chair.

G.7 Is community engagement rewarded as one form of service? Include faculty from any employment status if there are policies that apply to these appointments.
Yes

G.7.1 Please cite text from the faculty handbook (or similar policy document):
Yes, as of October 2018, community engagement is rewarded as one form of service. The text from the Faculty Handbook is:

"Service is the third area of consideration; it is difficult to define the appropriate level. Unless an individual has demonstrated willingness to work for the department, it is not likely that colleagues will be prepared to recommend tenure. Similarly, the ad hoc committee of faculty will hardly wish to recommend that the University retain indefinitely somebody who has such a preoccupation with teaching and research that the many other responsibilities of faculty members are neglected. *Service to the community related to a faculty member's academic scholarship should be positively weighed at the time of promotion, just as service to the department, school, University, or profession would be.*"

G.8 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? Are there policies for tenured/tenure track, full time non-tenure track, and part time faculty in reappointment or promotion considerations?
Yes

G.8.1 List the colleges/schools and/or departments.
Warner Graduate School of Education and Human Development
School of Medicine and Dentistry

G.8.2 What percent of total colleges/schools and/or departments at the institution is represented by the list above?
33% (2/6)

G.8.3 Please cite three examples of college/school and/or department-level policies, taken directly from policy documents, that specifically reward faculty scholarly work using community-engaged approaches and methods; if there are policies specifically for tenured/tenure track, full time non-

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

tenure track, and part time faculty, please cite one example:
A. Warner School--from the Memo on Promotion to Full Professor:

"For example, while applying for and receiving funding from grants is not required, grants can directly and indirectly strengthen a faculty member's case in that grant awards: (1) indicate that a faculty member's research is valued by the larger community, (2) can provide the resources and time that enable a faculty member to conduct research that results in original scholarship, and/or (3) benefits the community (both the university community and the local Rochester community). Research based projects in the community and instances of 'engaged scholarship' are going to be valued alongside more traditional research and publications."

B. SMD: Promotion in the medical center requires excellence in one component of research/scholarship/institutional scholarship/clinical/contribution to the University of Rochester Medical Center (URMC) academic mission, in addition to teaching, as well as service/leadership/national recognition.

For promotion to associate professor, "Contributions to URMC academic mission" is defined as "substantial contributions in publications or other written products, participation in research or in the administration of clinical, teaching, research, or community programs;" for promotion to professor it is defined as "Continued & sustained excellence as a contributor to URMC academic missions, with greater contributions to URMC or the field" for Professor.

For promotion to associate professor, "Service/leadership/national recognition" is defined as "Service to the Department, URMC, University, community, or discipline; leadership roles; recognition outside the Rochester region or nationally;" and for promotion to professor, it is defined as "Accomplishments inherent in above criteria at this rank: continued & sustained excellence in service, leadership, and national recognition, with greater emphasis on achievements at national and (particularly for those involved with Research or Scholarship) international levels."

According to the Faculty Regulations in the School of Medicine and Dentistry, the criteria for associate professor include: "Participation in the administration of clinical, teaching, research, or community programs."

G.9 Is there work in progress to revise promotion and tenure (at tenure granting institutions) guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?
Yes

G.9.1 Describe the current work in progress, including a description of the process and who is involved. Describe how the president/chancellor, provost, deans, chairs, faculty leaders, chief diversity officer, or other key leaders are involved. Also describe any products resulting from the process; i.e., internal papers, public documents, reports, policy recommendations, etc. Also address if there are policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty:
In September 2018, the Faculty Senate considered changes to the criteria for tenure and promotion related to community engagement. While changes were adopted related to service and teaching, it was

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

agreed that any changes related to scholarship and research required further discussion and benchmarking. The following language was proposed and discussed, but not adopted.

"The portfolio of scholarship may include publicly engaged scholarship. Such scholarship often takes the form of collaborative interactions, includes partners outside the University, and seeks to enhance the common good or public life of the local community, state, nation, or wider world. Products of such work are to be evaluated by departments and schools rigorously and by standards consistent with those used for all other scholarship and artistic work."

In February, 2019, the Senate Executive Committee issued a call for participants in a committee to consider changes to the handbook related to community-engaged scholarship. This committee will work independently, then present their research and recommendations to the Senate in 2019. These recommendations will be reviewed by deans of each unit, the Senate executive committee, the provost, and the president. If new language is recommended, it will be subject to a vote by the Senate and then approval by the Board of Trustees.

The charge for the Community-Engaged Scholarship Committee is as follows:

"To consider additional revisions to the Faculty Handbook regarding the role of community-engaged scholarship in promotion decisions. In the fall semester, the Faculty Senate voted to revise the Handbook to include community-engaged service and teaching in tenure reviews and other promotion decisions, but did not adopt any new language regarding scholarship. The committee will consider arguments for revising this language, as well as review concerns that have been raised regarding revisions, with a charge to recommend specific language to the Senate should the committee conclude a revision is in order."

There are nine faculty members on the committee from diverse schools and departments across the institution; the committee is being chaired by Dr. Theresa Green of the department of Public Health Sciences.

G.9.1.1

At this point, applicants are urged to review the responses to Foundational Indicators and Institutional Commitment sections above and determine whether Community Engagement is "institutionalized"—that is, whether all or most of the Foundational Indicators have been documented with specificity. If it is determined that the evidence of institutionalization is marginal, applicants are encouraged to continue with the process to help with self-study and assessment to guide deeper institutional engagement. If a campus submits an application and is not successful in achieving the classification, their participation in the process will not be made public by the Foundation and they will be offered the opportunity to receive individualized feedback on their application in the spring of 2020 to assist them in advancing their community engagement work toward a successful application in the 2025 classification cycle.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

III. Categories of Community Engagement

A. Curricular Engagement

Curricular Engagement describes the teaching, learning, and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

The questions in this section use the term "community-engaged courses" to denote academically based community-engaged courses. Your campus may use another term such as service-learning, community-based learning, public service courses, etc.

A.1 Teaching and Learning

A.1.1 Does the institution have a definition, standard components, and a process for identifying community-engaged courses?

Yes

A.1.1.1 Discuss how your institution defines community-engaged courses, the standard components for designation, and the process for identifying community-engaged courses:

If your institution formally designates community-engaged courses, please provide the definition used for community engaged, the standard and required components for designation, and the process of application and review/selection for designation.

Given the decentralized nature of the University and the vast differences between the courses taken in each of the six schools, there is not currently an institution-wide process for identifying community-engaged courses. However, some of the schools have led the way in this process and further progress will come with the creation of a centralized infrastructure for community engagement in the provost's office with the vice provost for academic affairs prior to the 2019-2020 academic year. A workgroup has been established with 27 community engagement leaders from across the institution, representing each of the schools and the affiliated Memorial Art Gallery. The group has already begun crafting a common definition for community engagement that is based on the Carnegie definition, but is personalized to reflect the mission and values of the University of Rochester, as well as the Principles of Effective Community Engagement adopted by the Community Advisory Council to the URMC. The definition will provide the basis of course identification, taking into account the processes that some of the schools already have in place.

The College, which comprises the overwhelming majority of students at the University, does have a defined process for identifying community-engaged courses. The College defines a community-engaged course as one that is taught in collaboration with non-academic partner organization; addresses issues of inequality or unmet needs in the communities beyond campus; and in which student work in the course contributes to the needs of the partner organization or the population served by that organization. Designation of courses that meet this definition is determined by the Rochester Center for Community Leadership, with oversight from a steering committee consisting of faculty, staff, students and community partners. Community-engaged courses are flagged as such by the registrar.

The Warner School does not currently have a formal designation process; however, the Carnegie application process

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

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prompted a discussion around formalizing a system. Faculty were surveyed about their courses, with reference to the ten characteristics of community engagement outlined in the Carnegie Classification documents. Based on the input of faculty, any courses that address five or more of these characteristics were identified as community-engaged.

The School of Nursing and School of Medicine and Dentistry (SMD) do not have a formal system for designating community-engaged coursework. Much of the clinical and practical work done with students in these schools is necessarily community-engaged since the courses are taught in community hospitals, clinics and other community-based settings. All students in the Accelerated Bachelors Program for Non-Nurses take a class in their third semester which includes partnership with community agencies where student study topics identified by the community partner. The SMD has several courses in addition to clinical rotations that focus on community engagement. All fourth-year medical students are required to take the Community Health Improvement Course which is focused primarily on community engagement. Each student is paired with a non-clinical community partner and spends approximately 90 hours working with the partner and a community-based organization.

A.1.1.2 How many designated for-credit community-engaged courses were offered in the most recent academic year?
42

A.1.2 What percentage of total courses offered at the institution?
1

A.1.3 Is community engagement noted on student transcripts?
Yes

A.1.3.1 Describe how community engagement is noted on student transcripts:
The College's Citation in Community-Engaged Scholarship is a notation on the transcript that recognizes substantial achievement in community-engaged learned while pursuing a bachelor's degree. To earn the Citation, students must take 12 credits of community-engaged courses, plus two 2-credit seminars on community-engaged scholarship, and complete a community-engaged capstone project jointly supervised by a faculty member and a community partner.

In the School of Medicine and Dentistry, medical students can earn a Distinction in Community Health which is noted on their transcript and included in the Commencement program. If medical students complete more than 20 hours of community service their community-engaged work is noted in their Deans letter when they are applying to residency programs. The Distinction in Community Health requires students to complete 140 hours of community engaged learning in a particular area of focus or with a particular population, excel in the Community Health Improvement Course, and present a portfolio of work to the Committee for Distinction in Community Health. The student portfolio includes a presentation of a project as well as in-depth reflection of community engaged work.

A.1.4 How many departments are represented by those courses?
13

A.1.5 What percentage of total departments at the institution?
54

A.1.6 How many faculty taught community-engaged courses in the most recent academic year?
28

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

A.1.7 What percentage are these of the total faculty at the institution?
6

A.1.8.1 What percent of the faculty teaching community-engaged courses are tenured/tenure track?
6

A.1.8.2 What percent of the faculty teaching community-engaged courses are full time non-tenure track?
21

A.1.8.3 What percent of the faculty teaching community-engaged courses are part time?
79

A.1.9 How many students participated in community-engaged courses in the most recent academic year?
836

A.1.10 What percentage of students at the institution?
7

A.1.11 Describe how data provided in questions 2-10 above are gathered, by whom, with what frequency, and to what end:
Data specific to community-engaged courses in the College are collected by the Rochester Center for Community Leadership on an annual basis to monitor students' participation and completion of the citation in community-engaged scholarship, to track faculty involvement in community-engaged learning, to assess the reach of these efforts across disciplines, and to advocate for support to senior leadership as well as donors. The Warner School data were compiled this year especially for the Carnegie application process, and plans are to continue to do so annually, in conjunction with an institution-wide effort to strengthen assessment and data collection for community engagement. The percentages shown reflect percentages of faculty, departments and students for the schools that have a process for identifying community-engaged courses, AS&E and Warner.

A.1.12 Are there institutional (campus-wide) learning outcomes for students' curricular engagement with community?
No

A.1.12.1 Describe the institutional (campus-wide) learning outcomes for students' curricular engagement with community.
Please provide specific and well-articulated learning outcomes that are aligned with the institutional goals regarding community engagement. Learning outcomes should specify the institutional expectations of graduates in terms of knowledge and understanding, skills, attitudes, and values. Those outcomes are often associated with general education, core curriculum, and capstone experiences that include community engagement.

The University aspires to develop institutional learning outcomes in the future as it continues to build its assessment infrastructure for community engagement. Academic programs in the College have been developing or updating assessment plans, and learning outcomes are being assessed for students pursuing the citation in community-engaged

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

scholarship. These efforts can serve as an example for broader assessment of learning outcomes for curricular engagement with the community across the University.

A.1.13 Are institutional (campus-wide) learning outcomes for students' curricular engagement with community systematically assessed?
No

A.1.13.1 Describe the strategy and mechanism assuring systematic assessment of institutional (campus-wide) learning outcomes for students' curricular engagement with community:
--empty--

A.1.13.2 Describe how the assessment data related to institutional (campus-wide) learning outcomes for students' curricular engagement with community are used:
--empty--

A.1.14 Are there departmental or disciplinary learning outcomes or competencies for students' curricular engagement with community?
Yes

A.1.14.1 Provide specific examples of departmental or disciplinary learning outcomes for students' curricular engagement with community:
The following learning outcomes have been identified for undergraduate students pursuing the citation in community-engaged scholarship in the College:

>Understand principles in effective community engagement
>Understand positionality of yourself and University of Rochester in terms of power and privilege in the community
>Utilize critical reflection to enhance learning and engagement
>Understand and be able to apply principles of Design Thinking to community engagement practices
>Explore Rochester history and context and understand overarching cultural challenges and assets
>Develop plan to implement community-engaged scholarship with faculty and community partners
>Demonstrate confidence in going through practical pathways of community engagement and collaborating with faculty

These outcomes are framed within common competencies that were developed across the College in 2017-2018, which include: adaptability and resiliency; career design and management; critical thinking and problem-solving; intercultural and global fluency; leadership; oral and written communication; and teamwork.

The School of Medicine and Dentistry endorses competencies for students' curricular engagement with the community within the required Community Health Improvement Course, and within the "Health Systems" curricular theme for URMC medical school education. Both the Population Health Competencies for Medical Students recommended by the AAMC Regional Medicine-Public Health Education Centers, as well as the Clinical Prevention and Population Health Curriculum Framework (developed by the Association for Prevention Teaching and Research) establish particular competencies for community engagement. Component 3, Clinical Practice and Population Health

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

emphasizes "Understanding and applying the principles of patient and community engagement when seeking to achieve population health improvement." The School of Medicine and Dentistry has adapted the competencies and the framework to craft health-systems competencies for both the health systems theme and the Community Health Improvement Course. The URMC Health Systems competencies include:

TOPIC 2: System Based Practice (Systems)
Objective: Graduating students should be able to apply primary and secondary prevention strategies, incorporating effective
principles of community engagement that improve the health of individuals and populations and contribute to the reduction of
health disparities.

TOPIC 3: Health Care Policy (Policy)
Objective: Graduating students should demonstrate participation in population health improvement strategies (e.g., systems
and policy advocacy, program or policy development, or other community-based interventions).

The competencies for the Community Health Improvement Course required of all medical students include:
>Students must be able to explain how community engagement strategies may be used to improve the health of communities and to contribute to the reduction of health disparities.
>Students must participate in population health improvement strategies (e.g. systems and policy advocacy, program or policy development, or other community-based interventions).

A.1.15 Are departmental or disciplinary learning outcomes for students' curricular engagement with community systematically assessed?
Yes

A.1.15.1 Describe the strategy and mechanism assuring systematic assessment of departmental or disciplinary learning outcomes for students' curricular engagement with community:
Undergraduates pursuing the citation in community-engaged scholarship complete a survey before taking the introductory seminar in community-engaged scholarship and again following the seminar to assess their progress toward the identified learning outcomes. This is in addition to the course feedback and grading mechanisms.

For the Community Health Improvement Course (CHIC) all 100 fourth-year students enroll in the course by blocks with five blocks, 20 students each running consecutively. During the course, students are taught the principles of community engagement, why community engagement is important, examples of exceptional community engaged work, community-based participatory research and much more. As part of this four-week course, students are matched to a trusted community partner, and the partner preceptor discusses the objectives of the course and of the community engaged component of the course with the course director prior to the work with the student. Students are assessed on their knowledge of the concepts of community engagement during a team-based learning exercise in class. Students are also required to submit e-progress reports weekly to report on the work they are doing,

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

the partnership, any successes and/or barriers, adherence to a timeline and deliverables. E-progress submissions are read and graded providing feedback to the students. During class, students are asked to present on their work, prompted by different questions such as "What have you learned from your CHIC partnership" or "What barriers to success have you encountered" and "what lessons will you take with you from the community engagement experience into residency." Classroom conversation is robust so that all students may benefit from each individual's partner experiences.

At the conclusion of the block, each student is asked for two final products. The first is a Photo/Tiny story where each student presents a picture of something meaningful and relevant to them during the course. They are to write a 'tiny story' or a 55-word reflection to go with the photo and both are presented to the class on the last day for final assessment. The second is a summary of the community-engaged work, including a description of any interventions or evaluation that were done and a brief assessment of the partnership.

Finally, students are assessed by the preceptor from the community partner agency. The student will not pass the course until the community partner is completely satisfied that the student has completed all work agreed upon in the partnership and that the student was respectful of the community-engaged learning process.

A.1.15.2 Describe how assessment data related to departmental or disciplinary learning outcomes for students' curricular engagement with community are used:
Assessment for the citation in community-engaged scholarship is used to determine the effectiveness of the seminar courses for the citation and to make adjustments in their content and format. For example, the introductory seminar was originally intended to allow students to identify community partners and formulate proposals for their capstone projects; however, assessment of the course following its first two iterations indicated that students were not able to manage the nuances of community partner identification and project definition, so the advanced has been re-formatted to provide extended support for students to progress with project design following completion of the introductory seminar.

Assessment data for the medical students' community engagement course are used to determine the success of the students. Each student enrolled in the course must complete all community engagement assessments completely in order to pass the course and therefore in order to graduate medical school. In addition, student assessment of the partnerships is shared with the community partners annually at an appreciation breakfast at which partners have the opportunity to discuss quality improvements for the course based on student and preceptor feedback.

A.2. Curriculum

A.2.1. Is community engagement integrated into the following curricular (for-credit) activities? Please check all that apply, and for each category checked, provide examples.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

Curriculum	Selected	Description
Student Research	Yes	In the College, the Rochester Center for Community Leadership has partnered with the Office of Undergraduate Research to develop and promote community-engaged research opportunities. Selected capstone projects undertaken by students to satisfy the requirements of the citation in community-engaged scholarship have involved community-engaged research. For example, in 2017-2018 one student worked as co-principal investigator on a mental health study through the Office of Mental Health Promotion at the University's Medical center. The study was built upon community-based participatory research practices to explore the beliefs Black-church going, African American young adults have about mental illness to address the significant under-utilization of mental health services by the African American community. Students completing the citation in community-engaged scholarship present their capstone projects at the Undergraduate Research Expo in April.

The Warner School for Education offers research apprenticeships and assistantships for credit. Students engage in community-based research with faculty. An example is the Beechwood Project. Through the research with the Beechwood community, a low-income neighborhood in Rochester, Dr. Larson and Dr. Duckles have worked with more than five doctoral students and eight master's students, integrating them fully into the research team activities including attending weekly team meetings, gathering and analyzing data with community partners, writing and presenting widely with community partners, and engaging in dissemination of findings.

Warner also offers several evaluation practicums for credit that are community-engaged and research-based. Warner students have studied several system issues including:
>Parental involvement and attendance at school-sponsored events at the Renaissance Academy
>EquiCenter: Evaluation of the therapeutic horticulture program for veterans
>RMAPI: examining the data collection process in their participatory budgeting project
>Examination of the response to intervention process at a school in Greece (Brookside). With the goal, to support the
development of a more synergistic and practical approach for increasing student achievement
>NEAD: evaluation of the Summer of Opportunity program, focused on three components of the GET IT program: 1)
Housing Development; 2) Entrepreneurship; and 3) Teaching.

Offering students diverse year-out or summer research experiences locally, national, or internationally is at the cornerstone of SMD's mission to create experiences that complement students' varied interests. Students can conduct research in several areas including: International Medicine, Medical Humanities, or Community Research. The CTSI houses a Translational Biomedical Science program that focuses on taking basic science concepts to impact population health. Medical students can complete an MD-PhD or an MD-MPH with a year out that involves credit-bearing work with existing researchers. Several researchers in the Public Health Department participate in community-engaged projects, for example:

In the Division of Social and Behavioral Sciences, three Spring Semester Independent Study students are currently on multidisciplinary research projects involving patients with lipid disorders as well as with 2-year college students who smoke.

Several students work with researchers who travel abroad. A group of PhD students |

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

		conducted qualitative interviews with 272 local residents of seven Pacific Island communities to study the progression of diabetes, including the social and environmental determinants of health outcomes.
Student Leadership	Yes	The University's Center for Community Leadership offers a two-credit course for first-semester undergraduate students to introduce them to the field of leadership studies and the social change model of leadership in particular. Among other activities, students interact with three different community partners to learn about their mission and roles in the community, as well as the organizational challenges that they confront in pursuing their missions. The students participate in direct service with the organizations as a means of familiarization and experiential learning, and then they collaborate to devise suggested solutions to the leadership challenges that the organizations face. In 2017-2018, the course enrolled 40 students. Also, in the College, the EcoReps program involves a year-long course for first-year students that has an environmental sustainability focus and significant community engagement as part of the course requirements. The students act as leaders in their residence halls for environmental education. At the Eastman School of Music, the Catherine Filene Shouse Arts Leadership Program is designed to prepare students for a rapidly changing musical culture and an increasingly competitive and diversified marketplace. The program allows students to attain a certificate credential that requires the completion of three courses as well as a two-credit internship, for a total of six academic credits. Courses explore topics in leadership, entrepreneurship, and professional skills development. In the course on entrepreneurial skills, student design, prepare, and implement individualized projects that provide value to their communities. Examples of projects in this year's cohort include: "Breaking Barriers: AME Gospel Choirs Performing with the Charleston Symphony," and "Circle of Friendship: Community Music-Making to Welcome Immigrants." A new course offered this year on "Engaging the Concert Audience" will provide students the opportunity to design and implement community-based musical experiences based on the El Sistema model and in connection with the ROC Music program, a collaborative effort to teach classical music to under-represented minorities in Rochester. This year's leadership program cohort provided extensive research and support of the "Arts in the Loop" initiative in Rochester, a revitalization effort for the city center through the arts. Students contributed to a 120-page report that includes comparative study of five cities that have positively impacted this community effort. The Arts Leadership Program also offers a grant program that provides students the opportunity to develop and launch initiatives that provide value to their communities. One such project produced an interactive book series to assist pre-school teachers with materials and strategies to use world music to build cultural understanding and empathy.
Internships, Co-ops, Career exploration	Yes	Several community-engaged internships are offered in the College. For example, the Community Engagement Internship for Public Health Students (PH 397W), offered in both the fall and the spring semesters, is available to juniors and seniors who have declared a major in public health. The course provides students with a mentored community project under supervision of a University faculty member and community partner organization in Rochester, working with an under-served population on an identified area of health promotion. Students spend eight hours per week working at their community site. A weekly seminar led by multiple faculty members provides academic context to the internship. AS&E also offers a credit-bearing independent study at a Rochester community agency. Students can develop individual work plans with input from a faculty mentor who has a

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

		relationship with local Rochester agencies. In recent years, students have worked with the department of social work at Strong Memorial Hospital and with Planned Parenthood of Rochester. All Warner School counseling interns are placed in community schools for 600-hour internships where partnerships exist between the school and community agencies to support the academic, social/emotional and career development of K-12 students and to foster family engagement. For example, at the East EPO community agencies are on-site along with a health clinic run by URMC to deliver integrated services to students and families. School counseling students discuss their experiences with community schools weekly in internship seminars and write about their reflections in weekly journals. At the Eastman School of Music students pursuing the certificate in arts leadership through the Institute for Music Leadership must complete a required internship, which often features community engagement. Students intern locally, nationally, and internationally where they participate in multiple community-engaged programs. A recent local example includes a partnership with the Joseph Avenue Arts and Cultural Alliance where an intern designed, curated and produced a musical event that explored the history of the holocaust through music. The event was attended by a full house in one of Rochester's historic but economically depressed neighborhoods. Graduate students pursuing the leadership certificate must complete a credit-bearing practicum entitled, "Designing Creative Initiatives for Musical Enterprises," in which they gain understanding of the collective and strategic role of artistry, vision, mission and organizational structure by designing an initiative and applying it through a partner enterprise.
Study Abroad	Yes	Internationalization is a strategic priority for the University, which has long had robust enrollment in its study abroad programs: more than a third of each graduating class earns credit overseas. The University established a centralized office of global engagement and joined the World University Network in 2012 to foster international partnerships. Community engagement is integrated in selected study abroad programs as well. An excellent example of this is the Summer Field Schools, a public health program led by Professor Nancy Chin that offers mentored field experiences at two different mountain sites. At these sites, students can explore health challenges that affect mountain communities, such as high-altitude stress, long distances to market, isolation in the winter, short growing seasons, and a fragile ecosystem vulnerable to natural disasters (e.g., landslides and floods). More recently, mountain communities have also faced a surge in tourism with its own set of benefits and risks, including increased drug and alcohol use and further stress on mountain ecologies. There are two options for Summer Fields School, in India or Italy. The program in India takes place in Ladakh over four weeks during the summer in a Himalayan region of north India. Rochester students team up with a faculty mentor to work with the local Ladakh health department, hospital, and community-based organizations in support of tobacco control. Upon their return to the US, students often continue to work together on conference presentations of their summer work. The program enrolled 8 students in 2017-2018. In Italy, the program takes place over four weeks during the summer in Borca di Cadore, Italy, a small village in the Italian Dolomites. Working closely with local residents and leaders, the course employs traditional anthropological tools of participant-observation, in-depth interviewing, focus groups, mapping, and surveys to identify village assets and challenges in meeting the health and wellness needs of its residents. All findings are shared with the villagers before the end of the program. The program involved 15 students in 2017-2018. In addition to these faculty-led summer programs, the College's Center for Education Abroad offers a wide variety of study abroad programs that incorporate community engagement through third-party providers. For example, the Council on International Educational Exchange offers two programs in Khon Kaen, Thailand, focused on community

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

		public health as well as development and globalization. Both programs allow students to pursue community-engaged research projects. The University also maintains and affiliation with all programs offered by the Institute for the International Education of Students, including 20 different programs that include community-engaged learning coursework that students may transfer toward their degrees. The University is also affiliated with and regularly sends students to the Denmark International Studies program in Copenhagen, which is well-known for its community engaged study opportunities. These various programs enrolled 36 undergraduate students from the University during the 2017-2018 academic year.
Alternative Break tied to a course	Yes	Professor Andrew Elliot from the department of clinical and social psychology in the College leads a spring break program in Haiti that is nested within his course Competence and Motivation in Developing Countries (CSP 365). The course is designed to provide a basic survey of core concepts and constructs in the literature on competence and motivation, and to apply these concepts and constructs to the context of developing countries, with Haiti as the primary focus. Students journal throughout the class, reflecting on their thoughts and feelings about their own competence and motivation, and on their reactions to encountering Haiti first hand. The course is delivered in partnership with a longstanding community development organization called H.O.P.E., which is incorporated in Rochester, and the board of which includes two other faculty members from the University, including Professor Tim Dye from the department of public health sciences. Students travel to Haiti during spring break, visiting the town of Borgne, the base of operations for the organization in Haiti. Classes in Haiti take place at the H.O.P.E. hospital compound; several excursions into the Borgne community and the broader community are part of the course. Four students participated in spring, 2017, and seven students enrolled in spring, 2019, when it was next offered.

A.2.2. Has community engagement been integrated with curriculum on an institution-wide level in any of the following structures? Please select all that apply:

Curriculum	Selected	Description
Graduate Studies	No	
Core Courses	No	
Capstone (Senior-level project)	Yes	Although not institution-wide, the College's citation for community-engaged scholarship does require a community-engaged capstone project, jointly supervised by a faculty member and a community partner, and this is intentionally designed so that it may overlap with other capstone projects that students may be pursuing, such as a senior honors thesis. In this way, it has the power to introduce community engagement into other capstone experiences. In the same way, the medical school Distinction in Community Health requires an extensive community-engaged project and a portfolio of work to be reviewed by the Committee for Distinction in Community Health.
First-Year Sequence	Yes	Community engagement is not required in a first-year sequence for good reason. The University's undergraduate curriculum, known as the "Rochester Curriculum" is a point of pride for the institution, and many students are drawn to the University because of it. It places an emphasis on academic freedom and student choice in designing their curriculum.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

		The curriculum has few requirements; the only required first-year course is a primary writing course. Certain sections of that course are developing community-engaged components, but it is by no means pervasive at this point.
General Education	Yes	The Rochester Curriculum does not include general education requirements. Instead, students must complete significant work in each of three academic divisions: humanities, social sciences, and natural sciences/math/engineering. This requirement may be satisfied by a major, a minor, a certificate, or minimally a cluster of courses, which typically consist of three thematically related courses that introduce students to a discipline and the community of scholars studying it. The Rochester Center for Community Leadership (RCCL) is working with academic departments to develop course clusters that are community-engaged, with the aim to allow students to encounter community-engagement while satisfying their degree requirements, and also to entice them to pursue the citation in community-engaged scholarship. The RCCL plans to seek approval for these clusters in spring 2019 so that they are available for the 2019-20 academic year.
In the Majors	Yes	However, in the College, selected departments have begun considering incorporating community engagement into their major requirements, led the major in American Sign Language, and a new major in dance and movement, which does indeed require community-engaged coursework.
In the Minors	No	

B. Co-Curricular Engagement

Co-curricular Engagement describes structured learning that happens outside the formal academic curriculum through trainings, workshops, and experiential learning opportunities. Co-curricular Engagement requires **structured reflection** and **connection to academic knowledge** in the context of **reciprocal, asset-based community partnerships**.

B.1. Thinking about the description of co-curricular engagement above, please indicate which of the following institutional practices have incorporated co-curricular engagement at your campus. Please check all that apply, and for each category checked, provide examples.

As with curricular engagement, a number of these activities take place off campus in communities and may or may not be characterized by qualities of reciprocity, mutuality, and be asset-based. This question is asking about which offerings reflect these qualities. The examples provided should indicate how a co-curricular program has been transformed by and/or reflect these community engagement principles.

Co-Curricular Engagement	Selected	Description
Social Innovation/entrepreneurship	Yes	The Ain Center for Entrepreneurship, closely tied to the Simon School, provides opportunities for business students by connecting them to the community through internships and partnerships with community organizations. Community groups such as the Hillside Work-Scholarship Connection partner with the Ain Center, which provides a framework for community organizations to develop entrepreneurial ideas for their own students or organizations.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

		In 2016, the River Campus Libraries launched a plan to transform a portion of the library into a pre-incubator space for students and other collaborators to share and develop innovative ideas. The Barbara J. Burger iZone opened in summer, 2017, and has developed an array of programs with an emphasis on social innovation. The iZone has developed a close working relationship with the Rochester Center for Community Leadership, cosponsoring a rapid-fire speaker event entitled, "Ignite Rochester," in which speakers, including students, faculty, alumni and community partners share exciting ideas and social change efforts. The iZone is part of the Ashoka U Exchange network of campus changemakers, and has sent a cohort of staff, students and faculty to the Exchange each of the past two years in order to learn best practices for community engaged learning, social innovation, and changemaking. The iZone has hosted regular speakers to showcase the power of storytelling as a means to inspire ideas, featuring two changemakers since its inception: David Pierre-Louis, a Haitian-American social entrepreneur and filmmaker, who talked about his work to create a community innovation space in Haiti following the 2008 earthquake; and Danielle Ponder, a public defender and world-renowned soul musician, who talked about the convergence of the arts and activism in her life. The iZone has also partnered with the Rochester Mayor's staff to introduce students and the community to the City's Kiva micro-lending program. Kiva staff have participated in multiple programs at iZone as panelists and speakers. The Simon Business School features a Net Impact Gold Chapter, which in 2018 was a finalist for graduate chapter of the year. In 2018, 11 out of 42 Net Impact Fellows (worldwide) were from Simon. Students worked among the four disciplines: Climate, Food, Racial Equity, and Tech for Good. These fellowships offer great opportunities for students to get hands-on problem-solving and leadership development. The chapter also organized the Simon Board Fellows, which provides students with hands-on experiential learning through non-voting board member roles with local non-profits. Students gain a full-scope understanding of how a non-profit is run, gain first-hand knowledge of how strategic decisions are made on a board level, participate in substantial projects, and work closely with community leaders. Students have worked with the Strong Museum of Play, Foodlink, and Rochester's Women's Council. Finally, students have participated in the Hult prize, the largest student competition focused on social entrepreneurship. Students leverage business solutions in ways that help with real-world issues. Each year a team from the Simon School attends the regional competition, exposing students to thought and industry leaders.
Community service projects - outside of the campus	Yes	In 2017-2018, there were 17 student-led organizations with a focus on community service officially recognized by the undergraduate students' association in the College. They ranged in size from 10 students to more than 70, and collectively involved more than 400 active members. The organizations have diverse foci for their community engagement, encompassing animal wellness, public health, youth mentoring, STEM education, literacy, affordable housing, refugee resettlement, international development, and disability awareness and empowerment. They partnered with more than 40 different community organizations for their projects. The individual organizations are all members of the Community Service Network, which seeks to foster coordination and collaboration among their efforts. All community-service organizations were advised by staff in the Rochester Center for Community Leadership to ensure responsible, respectful and effective community engagement. Protocols developed by the students' association and the College required these organizations to undertake a thorough event planning process, including compliance with University policies related to programs with minors. Student leaders are also required to attend training at least twice annually, and to conduct assessment for their programs in order to reflect on the activities, record hours of service, impacts on students and impacts on the community.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

		Students at the Eastman School of Music receive training to perform community outreach through the Music for All program. Each year, this program sends more than 40 student ensembles to perform in the community for groups from preschoolers to senior citizens. Students receive training and support from a staff coordinator to prepare them to engage with the community in a respectful and effective way. Most medical students participate in co-curricular community service outside the campus. Student service outside of campus is organized through the CACHED office as Students of Rochester Outreach. One of the major service projects is the UR Well student run free clinics. The mission of UR Well is to provide free high-quality preventative and health maintenance services to uninsured and under-served families and individuals in an effort to foster the health of the community of Rochester while promoting the spirit of education, social justice, and collaboration. Street Outreach is a student-run project to help the homeless population in Rochester by delivering care directly to the homeless in their environments. Homeless populations may be reluctant to get health care in established settings, therefore, students involved in Street Outreach seek homeless people through a mobile van and backpack clinic. Also at the medical center, about 15 students a year pursue Distinction for Community Health, which advances community service to intentional community health improvement. Community engagement is integral to the projects of Distinction Candidates who work with community partners over the course of their four years of medical schools. Projects have involved the refugee population, the deaf community, providing free school physicals, improving healthy food access and many more.
Community service projects - within the campus	Yes	Transition Opportunities at the University of Rochester (TOUR) is the University's inclusive higher education initiative. Based in the College, the initiative is managed in partnership with Monroe County BOCES district #1 and the Rochester Center for Community Leadership (RCCL). BOCES has had an agreement with the department of clinical and social psychology in the College since 1994. In 2010, Professor Martha Mock in the University's Warner School for Education and Human Development received a federal demonstration grant from the Department of Education for Transition and Postsecondary Programs for Students with Intellectual Disabilities. The University was one of four demonstration sites with the grant, which sought to advance neurodiversity and inclusivity at the University in two ways: by promoting social inclusion and also course access for students with intellectual disabilities. These students are enrolled from various local school districts through BOCES. The RCCL hires undergraduate students to work for the students with intellectual disabilities as social mentors and academic coaches. As social mentors, students facilitate the participation in campus activities by students with intellectual disabilities. As academic coaches, they support students with intellectual disabilities to audit college courses as part of the portfolio requirements for TOUR. Extensive training is provided to these students, including a two-credit course on neurodiversity and inclusion in higher education, allowing them to relate their service to academic content. In 2017-2018, TOUR enrolled 29 students with intellectual or developmental disabilities, 16 of whom attended a course in fall 2017 and 13 in Spring 2018. Twenty-one undergraduate students served as academic coaches for TOUR students, logging over 4,000 hours of service in 2017-18. Twenty-three professors across many academic departments welcomed TOUR students into their classes. In the Warner School, students complete program evaluation practicums that have benefited the campus community. For example, one student conducted an evaluation for the campus libraries about faculty needs and behaviors while searching and retrieving scholarly sources using the library website, as well as other online resources. Another practicum analyzed health trends among the University's graduate students using a

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

		secondary data set. Yet another student evaluated the impact on students of the University's CARE Network, which is a referral system to ensure comprehensive support for students who are in distress or at risk. Students from the Eastman School of Music showcase their cultural and musical diversity in recitals presented on the third Thursday of each month at the University's Medical Center. Medical students, and other professional students (nursing, social work, etc.) organize and conduct free school physicals for Rochester youth prior to the start of school each year. Students provide services to over 500 students over four consecutive weeks, one evening each week. The physicals are free and the students not only conduct the exam, but have designed other interventions such as distribution and fitting of free bike helmets, safe sex discussions (for adolescents), vision screening, and referrals to a primary care provider. Physicals take place on the medical school campus and in collaboration with several University providers as well as community agencies.
Alternative break - domestic	Yes	In 2018, 30 undergraduate students participated in three domestic service trips. The campus chapter of Habitat for Humanity undertook a student-led alternative break program in partnership with the Habitat affiliate in Newland, North Carolina. The Catholic Newman Community led an alternative break trip to Frenchville, in the rural norther tier of Pennsylvania, in partnership with an organization called "Young People Who Care." It was the third consecutive year partnering with the organization at that location. Students were accompanied by a staff member (chaplain). The University's Christian Fellowship conducted an alternative break in Vero Beach, Florida, in partnership with a faith-based host organization. Students were accompanied by a staff member (chaplain). All of these alternative break programs were required to complete a thorough application process, which was reviewed by staff as well as students. The application required students to address not only logistical details, health and safety, but also to think carefully about community partnerships, service activities, intended outcomes, unintended consequences, and critical reflection activities during and after the alternative break. Following the application, student leaders also met in a group and individually with University staff members to ensure careful, thoughtful planning and implementation of the alternative break.
Alternative break - international	Yes	In 2017-2018, students participated in two alternative break programs. Through Sigma Chi fraternity, led by the campus Catholic chaplain, 11 students traveled to Don Juan in the Dominican Republic for 12 days during winter break. Students partnered with a local Catholic priest and with Peace Corps volunteers stationed in the community, where they constructed a church, painted houses, and constructed approximately 85 latrines in collaboration with local community members. Students have also collected, shipped, and donated over two tons of baseball equipment. Since 2009, the University's chapter of Engineers Without Boarders has also partnered with the community of Don Juan (DR) to design a sustainable clean water supply. In 2017-2018, five students participated in the one-week program. The community had been reliant on bottled water ever since the local groundwater well became contaminated by a nearby septic system. The specific aims of this project were to design and implement a potable water distribution system for members of a primary school that would serve approximately 400 students and 20 staff members, with capacity for an additional 100 students. Multiple local community partners were involved including Father Ron Gaesser and his NGO, El Portal de Belen Foundation, sisters from the local church, members from the school community and the teacher-parent organization. University students worked side by side with local technicians and community members, thereby transferring much of the knowledge and skills required to maintain and sustain the water systems that were

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

		built. Over multiple return visits, the project proved to be a success, and the community has demonstrated the capacity to sustain the infrastructure beyond the involvement of Engineers Without Borders. A third program was cancelled due to political unrest in Honduras, which has been the destination of one of the student-led alternative break trips for the previous several years. Students work in partnership with an organization called Students Helping Honduras to build schools in underserved communities near El Progreso. Students Helping Honduras maintains year-round operations in the community there, hosting students from various colleges and universities. University of Rochester students have traveled there to work during spring break, as well as summer break and winter break (though in lesser numbers). Due to the abiding presence of this non-governmental organization in Honduras, students are able to undertake work in partnership with local community members, in a sustainable and mutually beneficial manner.
Student leadership	Yes	In collaboration with other student services departments, the Rochester Center for Community Leadership has also developed a three-tiered, co-curricular leadership program that allows undergraduate students to gain knowledge about leadership and increased their capabilities to exercise leadership on campus and in communities beyond campus (and beyond their time at the University). The "Medallion Program" does not carry academic credit, but students are recognized for completing of each of the three levels. Learning outcomes are organized around six domains identified by the Council for the Advancement of Standards in Higher Education, one of which is civic engagement. Medallion workshops in the civic engagement domain encompass global perspectives and intercultural communication, social justice and civic responsibility, and a practical understanding and appreciation of human and cultural differences. Students may participate in as many or as few workshops as they wish, and complete workshops at their own pace to achieve the requirements for each of the three levels. At the third level of the program, students have the option to undertake a capstone project either on campus or in the community. The program was launched in spring, 2017. In the 2017-2018 academic year, 272 students participated in the 62 workshops offered through the program. In the School of Medicine and Dentistry, the UR BEST program aims to broaden experiences in scientific training for PhD students and postdoctoral scientists. It is one of seventeen programs funded by the NIH to experiment with methods to enhance training opportunities for early career scientists and prepare them for a variety of career options in the dynamic biomedical workforce landscape. The program aims to increase the confidence and motivation of trainees to identify and pursue their career goals, and to reduce training time by enabling trainees to more efficiently direct their efforts. The program is structured to allow for a high degree of flexibility, ensuring that trainees can meet their own self-defined learning needs. Training workshops are organized into six different pathways: Industry, Manufacturing and Entrepreneurship; Regulatory Affairs, Compliance and Review; Science and Technology Policy; Data Science; Science Communication and Outreach; and Higher Education and Teaching. Pathways provide access to aligned educational programs and experiential learning opportunities, such as long-term internships, short-term internships and shadowing experiences.
Student internships	Yes	One of the signature programs of the University's Rochester Center for Community Leadership is the Rochester Urban Fellows program. Established in 2002, the program allows undergraduate student to undertake intensive internship placements in the community over a ten-week span during the summer. Students meet weekly for seminar-style discussions on various urban issues pertinent to Rochester, led by faculty members or community leaders, encompassing topics such as urban education, access to health care, environmental justice, urban planning and design, criminal justice, and residential segregation. The program is not credit-bearing, but student complete related readings and

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

		write weekly reflections, in addition to facilitated critical reflections in weekly meetings. Community host-site supervisors frequently engage students in discussion about the weekly topics. In addition, students complete experiential site visits related to the weekly discussions, in which they gain additional information and perspective related to the week's topic from practitioners in the community. Students also attend community events and meetings of the city council and the city school board. The program is funded by the US Corporation for National and Community Service as an AmeriCorps VISTA Summer Associate program. The University provides complimentary housing for students for the duration of the program. In addition to Rochester undergraduates, the program welcomes students from other area colleges, as well as students who are from Rochester but attend college elsewhere. Since its inception, nearly 300 students have completed the program; eighteen students participated in 2017. Their internships benefited more than 9,400 different community members, generating $1,630 in cash resources for community partners and more than $6,000 in in-kind resources. A pre-/post- evaluation indicated that students gained experience in the following areas: >Working with others to address a community problem. >Having close relationships with members of the Rochester community. >Feeling comfortable interacting with diverse populations. >Understanding how local government operates. >A greater interest in public service and advocacy work. Students in the Warner School's higher education program complete internships in functional areas at the University, such as residential life, admissions, financial aid, registrar, education abroad, international student service, academic advising, minority student affairs and diversity programs, student activities, among others. These internships, which provide significant benefits to the campus community, are supervised by faculty to ensure that the students are reflecting critically on their experiences and relating it back to the academic content of the higher education degree program. Site supervisors are actively involved in this process of critical reflection and in helping students to achieve learning outcomes related to their studies. Graduate students in the Warner School's master's degree program in educational policy engage in experiential learning through mutually beneficial field projects with organizations such as the Children's Agenda, the Rochester City School District, Monroe #1 BOCES, the Children's Institute. Students provide support to and learn from community agencies involved in policy-related work. Students complete a portfolio that is their culminating project for the degree. Students not only provide documentation of their project but also write a substantive reflection on how the experience extended their academic learning.
Work-study placements	Yes	The Rochester Center for Community Leadership organizes an early childhood literacy tutoring program called, "Learning and Exploring at Play" (LEAP), which employs undergraduate students as tutors to assist children in kindergarten through fourth grade to develop language, literacy, math and social skills necessary to succeed in school. LEAP tutors work in small teams under the guidance of an undergraduate team leader. Each team member is paired individually with a partner child from RCSD. Teams conduct three-hour play-based tutoring sessions on Saturday mornings on campus. LEAP is designed to promote active learning in an environment that is open to exploration and gives children the opportunity to learn through play. While participating in LEAP, tutors develop teaching and leadership skills, new perspectives on education, awareness and interest in the Rochester community, and additional insight into their own paths and values. Tutors complete extensive training throughout the year to help facilitate these goals, including a two-credit course required for all tutors. The course is designed to teach educational intervention strategies with

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

		reference to the practical experiences of the undergraduate students. Additional training addressed strategies for one-to-one reading, diversity and privilege, behavior management, and supporting children who face adversity. LEAP operates in collaboration with Horizons at Warner, a summer enrichment program serving disadvantaged students in grades K-8 hosted at the University's graduate school of education. The LEAP-Horizons partnership centers on the continuity of academic and social support for children year-round and maintaining strong relationships with participating families. In 2017-2018, 47 partner children participated in LEAP from 20 different schools, almost exclusively under-performing schools in the Rochester City School District. Fifty-two undergraduate student tutors logged over 7,200 hours of tutoring, earning more than $75,000 in federal work-study wages.
Opportunities to meet with employers who demonstrate Corporate Social Responsibility	Yes	The Ain Center for Entrepreneurship regularly hosts Experts-in-Residence, who meet with aspiring student entrepreneurs to provide guidance and mentoring; experts have included those employed at socially responsible companies, such as Doug Chambers of WeWork. In addition, the Ain Center routinely arranges opportunities for students to meet with potential employers and some of those companies have a commitment to corporates social responsibility, such as a recent event featuring Green Spark Solar, a Certified "B" Corp that is required to meet very high standards of social responsibility. The Simon Business School's Net Impact board provides its members with the opportunity to attend the Net Impact annual conference, with pre-conference preparation, funding to help offset costs, and on-site conference support. This is an excellent opportunity for students to network with and learn from CSR reps from Fortune 500 companies, startups, government organizations, and nonprofits. In addition, the Net Impact chapter also makes an annual trek that allows students to visit and network with members of companies, NGOs, and nonprofits in Washington, DC. In 2017-2018, Professor Michael Wohl developed a new program in social impact and entrepreneurship in Washington, DC, in partnership with The Washington Center, with which the University has partnered since 2006 to offer political and other internships in the nation's capital. Professor Wohl's program was piloted in the fall, 2018, with four undergraduates from the College participating. Students completed credit-bearing internships with organizations in the social impact sector 3.5 days each week, and took two courses with professor Wohl, including one on corporate social responsibility. Students also participated in weekly site visits with CSR organizations—frequently connecting with University alumni, including the chief operating officer at CARE International. Extensive quantitative and qualitative indirect assessment of the program indicated that the students made significant gains in the intended learning outcomes, and community partners also gave high ratings to the benefits that they gained through hosting the student interns. The program will be replicated annually each fall.
Living-learning communities/residence hall/floor	Yes	In 1974, the University was one of the first in the country to designate one of its residence halls to have a thematic focus on community service. Tiernan Hall attracted more 170 undergraduate students each year who shared an interest in community engagement, and who were required to participate in community service in order to stay in the residence hall. The creation of a residential college model at the University in the late 1990s required the implementation of housing by class year, and this resulted in Tiernan Hall being re-purposed; nonetheless, Tiernan Project persisted as a special interest housing group with a focus on community engagement through 2014, when it finally disbanded for a lack of student leadership.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

		At the same time, with the implementation of the residential college structure, in 1999, the College re-purposed a former fraternity house as an academic living center with a focus on community engagement. The Community Living Center was located opposite Tiernan Hall, and although much smaller, it allowed students to have an intimate residential community with a more intensive focus on community engagement. Students were required to renew their use of the house for this purpose every three years, and by 2012, the Community Living Center was replaced by other student-led academic living center. The gradual but significant growth of the undergraduate student population since 2005 has exceeded the University's capacity for on-campus housing. As a result, the University has begun leasing student apartment buildings built by a private developer in adjacent neighborhoods across the river from campus in order to house junior and senior year students. In addition, increasing numbers of students (18% in 2017-2018) are living off-campus, especially in the City's southwest and southeast quadrants. Professor Katrina Korfmacher in the department of environmental health has overseen a student research project on the effects of student housing (including for students from other area colleges) on urban neighborhoods. The office of Residential Life and Housing Services has hired a part-time community liaison to pro-actively engage with City neighborhoods affected by student housing, as well as a full-time manager of off-campus housing to help students find housing off campus and navigate any issues with landlords. Residential Life has also established a "Neighborhood Ambassador" program, selecting students who live off-campus to play a leadership role in getting to know the community and connecting with neighborhood groups, and educating other off-campus students to be good neighbors and engaged citizens. Neighborhood ambassadors receive training in creating effective programming for off-campus students as well as how to build community with their neighbors—both students and long-term residents, and they learn about resources that are available to students and long-term residents by participating in a tour of the neighborhood as well as presentations from relevant campus and community organizations. They are required to attend at least one community meeting per semester, and are asked to participate in neighborhood events. They are responsible for creating two programs per semester: one social, one educational/service. In 2017-2018, there were 8 Neighborhood Ambassadors.
Student teaching assistants	Yes	As part of the College's community-engaged learning initiative, the Rochester Center for Community Leadership regularly utilizes undergraduate teaching assistants in the delivery of its introductory and advanced seminars in community-engaged learning, which are required for students to earn the citation in community-engaged scholarship. In addition, the Center supports students to serve as teaching assistants in the delivery of other community-engaged courses in the College. The role of the teaching assistant in these courses is to support partnership development, coordinate community-based activities (transportation, honoraria), and mentoring students on issues related to community engagement. In 2017-2018, seven students served as teaching assistants in support of the delivery of five courses.
Athletics	Yes	Student on the varsity golf team tutored seventh grade students in math and English at the John James Audubon School #33 in the City every Friday for three hours over a three-month period. This was done in collaboration with student organization, Partners in Reading, which has maintained a partnership with School #33 since the club was founded in 1993. Students on the men's varsity soccer team tutored refugee youth at the Rochester International Academy in the Rochester City School District. In addition, the team conducted a soccer tournament as a benefit for the local Grass Roots soccer league, which is part of an international network to raise HIV awareness and promote healthy lifestyles

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

		for at-risk youth. This was done in collaboration with a student organization that focuses on these efforts throughout the year. Students on the women's varsity soccer team also contributed to the Grassroots Soccer league and helped with its AIDS awareness fundraiser banquet. In particular, six students consistently help coach at clinics and games held for local girls throughout the year. Student members of the Varsity Student Athletic Advisory Council sponsored two Red Cross blood drives on campus, securing donations to benefit as many as 190 people. These student leaders also hosted an exhibition basketball game with the Rochester Wheels wheelchair basketball team. Students on the varsity volleyball team conducted a clinic for high school students at the School of the Arts in the City. They also participated in a pen pal project with students at the East Upper and Lower Schools, organized by the undergraduate students' association.
Greek Life	Yes	Since 2010, the University's chapter of Sigma Phi Epsilon fraternity has partnered with the 19th Ward community association to conduct a spelling bee on campus with third-eighth grade students. The event has grown in scope to now include five schools in the Rochester City School District. It is the only remaining spelling bee in the City of Rochester. Members of the fraternity tutor students at the Arnett Library to help them prepare for the event weekly throughout the school year. Through support from the University's admissions office, scholarships are awarded to each winning student upon college matriculation. In 2018 there were 52 participants. The University's chapter of the Delta Gamma sorority educates all of their members through a comprehensive training curriculum on the different aspects of their philanthropy, etiquette to guiding the blind and visual health education. This training is given by their community partner, the Association for the Blind and Visually Impaired (ABVI). The sorority works with ABVI to take two visually impaired families grocery shopping every week. This gives sisters hands-on experience with how to interact with blind individuals by learning how to properly guide them.
Other (please specify)	Yes	The Rochester Youth Year fellowship program engages recent college graduates to strengthen the capacity of community organizations in an effort to alleviate the effects of poverty for youth and families. Rochester Youth Year is funded by the US Corporation for National and Community Service as an AmeriCorps VISTA program. It is hosted by the Rochester Center for Community Leadership and overseen by a consortium of eight local colleges: SUNY College at Brockport, Hobart and William Smith Colleges, Nazareth College, Roberts Wesleyan College, Rochester Institute of Technology, St. John Fisher College, SUNY Geneseo, and the University of Rochester. The projects undertaken by the Rochester Youth Year fellows represent some of the most extensive projects undertaken in partnership with community organizations. The projects are selected with a focus on building connections between community organizations and the area colleges. For example, in 2017-2018, the M.K. Gandhi Institute for Nonviolence was able to establish a long-standing partnership with the Newman's Own Foundation to promote nonviolence through online advertisements. This is expected to total over $4.5M of in-kind resources over the next year. Consumer Credit Counseling Service of Rochester successfully piloted a youth financial peer education program, Go for Gold, which was able to reach over 500 youth across 20 schools in Rochester while providing these teen educators with over $1,000 in stipends. The Rochester-Monroe Anti-Poverty Initiative was able to begin a participatory budgeting project, a democratic process in which community members determine the best allocation of funding. Rochester City School #17 developed a unique communications platform to consolidate client notes, ensuring that no

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

		students fall through the cracks when receiving needed supports. Rochester Preparatory Charter School built a new school library. In 2017-2018, Rochester Youth Year Fellows mobilized over 1043 volunteers for their host organizations, who in turn contributed over 30,000 hours of service to the community. Fellows also generated more than $669,700 in cash and in-kind resources, and their service benefited over 22,400 community members as a result of their work. Fellows receive numerous professional development opportunities to support their service, understanding of urban issues, personal growth, and sustained connections to the local community that help to retain talent in the region.

B.2. Do students have access to a co-curricular engagement tracking system that can serve as a co-curricular transcript or record of community engagement?
Yes

B.2.1 Please describe the system used and how it is used.
Students may track hours of co-curricular community engagement through the College's Campus Community Connection website, which serves as the hub for co-curricular involvement. This system is powered by a third-party software company based in Western New York, Campus Labs, and affords students the ability to track hours of community engagement and the community partner with which they are undertaken. The College convened a committee in 2014 to establish standards and process for students to follow in using the system. These hours can be included in the student's co-curricular involvement record, which is generated automatically by the platform. Adoption of this functionality has not been as widespread as hoped; in 2017-2018, students recorded a total of 6,750 hours.

The School of Medicine and Dentistry has developed a separate process for tracking students' participation in the Students of Rochester Outreach efforts. The primary goal is to provide medical, graduate, and nursing students the opportunity to have hands-on experiences with groups that are economically underserved and disadvantaged. Students sign-up to work with an agency that matches their interests and professional goals. To receive acknowledgment for the experience, students must submit a verified statement of community service hours, signed by the preceptor of the experience. With more than community service hours at the minimum of 20 hours per year, service is acknowledged on the Deans Letter for residency. Students interested in attaining the Distinction in Community Engagement designation on their diploma must volunteer a minimum of 140 hours across the four years of medical school using the following breakdown: a minimum of 40 hours in each of the first two years, and a minimum of 60 hours across both the third and fourth years. The Center for Advocacy, Community Health, Education and Diversity oversees the tracking of hours for each student's community outreach experience. All student volunteers register for SRO500 in the student information system.

B.3. Does co-curricular programming provide students with clear developmental pathways through which they can progress to increasingly complex forms of community engagement over time?
Yes

B.3.1. Please describe the pathways and how students know about them.
Since 1988, the University has introduced undergraduates to the concept of community engagement

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

through a day of service during new student orientation. That day is now organized to facilitate reflection on students' experiences in the community and to introduce them to further opportunities for more sustained community engagement during their undergraduate careers. The next steps can include participation in one of the College's 17 student organizations that focus on community service. It may involve serving as a tutor through one of several departmentally-coordinated programs. Students have the opportunity to participate in service trips and additional days of service. As upperclassmen, students are encouraged to participate in the summer Rochester Urban Fellows program, a ten-week summer fellowship that provides an intensive community-engagement experience. Students are urged to consider pursuing the citation for community-engaged scholarship, which though an academic credential, was designed to integrate co-curricular experiences as well. Ultimately, students have the opportunity to participate in the Rochester Youth Year fellowship program, a national service fellowship that allows recent graduates to remain in Rochester after graduation to undertake capacity-building, anti-poverty work with non-profit organizations, schools, or municipal offices. At each step along the way, students are made aware of further opportunities through training and through promotional announcements. In this way, the co-curricular programs form a developmental pipeline of community engagement opportunities.

In the School of Medicine and Dentistry, there is a progression of complexity of community engagement in co-curricular service learning. Every student is encouraged to complete service hours with the following intended outcomes:

• Understand the social, political and economic determinants of health and disease in the Rochester community
• Interact with individuals needing support and friendship without solving a medical problem
• Learn as a member of a multi-disciplinary team that including social workers and community activists
• Serve the community

If students want to advance in community engagement, they can opt for Distinction in Community Health, which provides trainings and conversations on community engagement, Community-based participatory research, lectures/grand rounds/special events around community engagement, as well as mentoring from community health experts and community preceptors. Distinction students present a community-engaged project for health improvement that is critiqued by a committee of experts.

In addition, the Hoekelman Center provides community engaged-learning for residents and medical students on community health and advocacy. Since its inception in 1996, the Hoekelman center has led the Pediatric Links to the Community (PLC), a two-week learning opportunity with medical and non-medical leaders where students visit community organizations to learn about resources, assets and the environment. Beyond PLC, residents interested in doing more complex community engagement join The Community Health and Advocacy Resident Education (CARE) Track which is an elective two-year longitudinal experience. Since CARE Track started there have been 164 resident participants. CARE starts with a two-week "mini-MPH" block. CARE project areas are determined by each resident's interests.

C. Professional Activity and Scholarship

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

C.1. Are there examples of staff professional activity (conference presentation, publication, consulting, awards, etc.) associated with their co-curricular engagement achievements (i.e., student program development, training curricula, leadership programing, etc.)?

Yes

C.1.1. Provide a minimum of five examples of staff professional activity:

The purpose of this question is to determine the level to which staff are involved in professional activities that contribute to the ongoing development of best practices in curricular and co-curricular engagement. Doing so is an indicator of attention to improvement and quality practice as well as an indication that community engagement is seen as a valued staff professional activity. Please provide examples that your staff have produced in connection with their community engagement professional duties. We expect this to include professional products on topics such as but not limited to curriculum and co-curriculum development, assessment of student learning in the community, student development and leadership, etc., that have been disseminated to others through professional venues as illustrated in the question.

There are several examples of staff professional activity associated with co-curricular engagement, including the following:

1. In June 2015, Beth Olivares, dean for diversity initiatives in Arts, Sciences & Engineering and director of the David T. Kearns Center, was awarded the Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring. Olivares was one of 15 individuals honored at the ceremony for her mentoring and student engagement, which was administered by the National Science Foundation (NSF) and presented by the White House. The award ceremony included meetings with leaders from NSF and the White House to discuss opportunities for under-represented minorities and people with disabilities in STEM fields, as well as a meeting with former President Barack Obama.

2. Glenn Cerosaletti, assistant dean of students and director of the Rochester Center for Community Leadership, co-presented at the Campus Compact 30th anniversary conference (Boston, 2016) on the topic of Organizing in the Academy. Glenn also presented at the 2019 Eastern Region Campus Compact conference on the topic of Fostering Inter-collegiate Collaboration through National Service. Glenn was an invited participant in a planning meeting convened by New York Campus Compact in February, 2017, to inform the future of the organization.

3. Brian Magee, Stacey Fisher, and Erin Murphy, staff from the Student Activities office, co-presented on the topic, "Exploring the Vortex of Student Leadership Models: Linking Theory to Reality," in which they discussed the development of the Medallion leadership program at the University at the annual conference of the Association of College Unions International in March, 2018. They also shared this presentation at the annual meeting of the New York Leadership Educators Consortium, which focused on Exploring Innovations and Identities in Leadership, and which was hosted by the University on June 4, 2018, attracting more than 100 leadership educators from colleges and university around New York State.

4. Valerie Marsh in the Warner School of Education and Human Development, organized symposia in June, 2017, and again in April, 2018, for the Center for Urban Education Success that shared best practices from the East Educational Partner Organization project with other area educators.

5. Martha Mock and Mary Judge of the Center on Disability and Education at the Warner School, conducted a statewide webinar on inclusive higher education for 50 parents, students, and professionals. The center also offered a webinar on EnvisionIT, a high-school transition curriculum developed by Ohio State, to 20 teachers across New York State on how to utilize and implement the curriculum and engage students.

6. John Cullen is the Director of Diversity and Inclusion for the Clinical and Translational Science Institute, and Assistant Director of the Susan B. Anthony Center at the University. He is author of the article "Designated Interpreters: A Model to Promote the Diversity and Inclusion of Deaf Professionals in Academic Medicine." Academic Medicine: Journal of the Association of American Medical Colleges. 2019 Jan 8; Epub 2019 Jan 08.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

C.2. Are there examples of faculty scholarship, including faculty of any employment status associated with their curricular engagement achievements (scholarship of teaching and learning such as research studies, conference presentations, pedagogy workshops, publications, etc.)?
Yes

C.2.1. Provide a minimum of five examples of faculty scholarship from as many different disciplines as possible:

The purpose of this question is to determine the level to which faculty are involved in traditional scholarly activities that they now associate with curricular engagement. Doing so is an indicator of attention to improvement and quality practice as well as an indication that community engagement is seen as a valued scholarly activity within the disciplines. Please provide scholarship examples that your faculty have produced in connection with their service learning or community-based courses. We expect this to include scholarly products on topics such as but not limited to curriculum development, assessment of student learning in the community, action research conducted within a course, etc., that have been disseminated to others through scholarly venues as illustrated in the question.

1. Paula A. Alio, PhD has extensive experience in community-based participatory research, qualitative and quantitative methods, and evaluation design. Her research areas include racial/ethnic health disparities and global health. She was recently awarded a Fulbright Scholarship studying: Female Sex Workers Living With HIV/AIDS in Niger: Socio-Cultural, Economic and Public Health Ramifications. Recent publications include: Alio AO, Lewis CA, Scarborough K, Harris K, Fiscella K. "A community perspective on the role of fathers during pregnancy: a qualitative study". BMC Pregnancy Childbirth. 2013; 13: 60 PMCID: PMC3606253.

2. Rose Pasquarello Beauchamp, senior lecturer in the College's Program in Dance and Movement, created a visual art installation entitled, "Letters for Immigration-Art in Place," in June 2018 at an immigration rally in Washington Square Park in downtown Rochester. The installation consisted of a piece of visual art representing a border to which people pinned messages asking communities to write thoughtful messages to their members of congress. The letters became part of the installation on public display before ultimately being sent to representatives.

3. Professor Joanne Larson and associate professors Karen DeAngelis and Shaun Nelms from the Warner School have written a book-length manuscript on the implementation of distributed leadership at East Upper and Lower Schools, for which the University serves as the Educational Partner Organization. It is awaiting publication.

4. Anne Marie White is Director of the Office of Mental Health Promotion (OMHP) and Associate Professor of Psychiatry. Dr. White directs local and national training activities in collaborative research to infuse scientific inquiries with mental health-related policy and program activities of communities. Recent publications include: White, A.M., Lu, N., Cerulli, C., Tu, X. "Examining benefits academic-community research team training: Rochester's suicide prevention training institutes". Progress in Community Health Partnerships: Research, Education and Action. 2014; 8(1): 125-137.

5. Holly Manaseri, clinical associate professor of educational leadership at the Warner School, co-presented on the topic of "Transformational Partnership and the Development of Democratic Leadership" at the annual conference of the American Educational Research Association in New York on April 13, 2018.

6. More than 40 faculty from the University's Eastman School of Music performed in community outreach performances throughout the 2017-18 academic year. Given the Eastman School's focus on music performance, these performances should be viewed as professional activity. Outreach concert series include four performances at the Strong National Museum of Play, two annual chamber music concerts entitled, "If Music Be the Food," to benefit the regional food bank, Foodlink, and four presentations in UR in Tune for residents at a senior living facility.

7. Katrina Korfmacher leads the Community Outreach and Education Core which maintains multidirectional links between environmental health research and the information needs of the community. Her recent publications include:
"The Potential for Proactive Housing Inspections to Inform Public Health Interventions." Journal of public health management and practice: JPHMP. 2018 24(5):444-447

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

"Collaborating for Systems Change: A Social Science Framework for Academic Roles in Community Partnerships." New solutions: a journal of environmental and occupational health policy: NS. 2016 Nov; 26(3):429-457. Epub 2016 Aug 20.

C.3. Are there examples of faculty scholarship and/or professional activities of staff associated with the scholarship of engagement (i.e., focused on community impact and with community partners) and community engagement activities (technical reports, curriculum, research reports, policy reports, publications, other scholarly artifacts, etc.)?

Yes

C.3.1. Provide a minimum of five examples of scholarship from as many different disciplines as possible:

The purpose of this question is to explore the degree to which community engagement activities have been linked to faculty scholarly activity and staff professional activity. Describe outputs that are recognized and valued as scholarship and professional activity. Please provide examples such as but not limited to research studies of partnerships, documentation of community response to outreach programs, or other evaluations or studies of impacts and outcomes of outreach or partnership activities that have led to scholarly reports, policies, academic and/or professional presentations, publications, etc. Examples should illustrate the breadth of activity across the institution with representation of varied disciplines, professional positions, and the connection of outreach and partnership activities to scholarship. Broader Impacts of Research activities producing co-created scholarship of investigators and practitioners aimed at meaningful societal impacts could be included here.

1. Theresa Green, Director of Community Health Policy and Education has presented multiple times on community-engaged education in the medical school curriculum, including at Academy Health and APTR, and was co-author in the following article: Szilagyi PG, Shone LP, Dozier AM, Newton GL, Green T, Bennett NM. "Evaluating community engagement in an academic medical center." Academic Medicine: journal of the Association of American Medical Colleges. 2014 Apr 0; 89(4):585-95.

2. In 2017, three faculty members and one community partner (Bakhmetyeva, Chin, Jordan, and Nawang) from the College presented at the International Association for Research on Service Learning and Community Engagement on the topic "Social Resiliency and Disaster Recovery in Ladakh, India: Developing a Model for Global Community-Engaged Learning and Research." Bakhmetyeva and Weaver also led a panel in presenting on the topic of "Just Learning, Learning Justice: Using Community-Based Learning and Research Models to Promote Environmental Justice in Ladakh, India" at the National Women's Studies Association conference in Atlanta, GA, in November 2018.

3. In 2018, professor Joanne Larson and associate professor Joyce Duckles from the Warner School published the book "Community Literacies as Shared Resources for Transformation", on community-based participatory research practices and urban transformation. Joyce Duckles co-authored a book chapter with her community partners entitled, "CBPR and Constructivist Grounded Theory: Aligning Transformative Research with Local Ways of Being and Knowing," in K. Charmaz and A. Bryant, editors, The Sage Handbook of Grounded Theory.

4. Rose Pasquarello Beauchamp, senior lecturer in the College's Program in Dance and Movement, presented at two separate conferences in February-March 2018, on the topic of "Choreographic Voice: Choreography and Socially-Engaged Art Making." This was presented at the American College Dance Festival at Boston University, and again at the American College Dance Festival at Montclair State University.

5. Brooke Levandowski, a research assistant professor, recently won a five-year, $1 million grant to better serve the LGBT community to reduce disparities. In addition, she co-authored:
Pizarro D, Richards NK, Coots S, Crockett E, Morley CP, Levandowski BA. "Community-Based Participatory Research: Incorporating the Integral Voice of Community in Study Design." The patient. 2019 Feb 26; Epub 2019 Feb 26.

6. Karen Vitale, the manager for the UNYTE Translational Research Network recently published a study led by the

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

University's CTSI to assess community engagement among academic medical centers. Vitale K, Newton GL, Abraido-Lanza AF, et al. Community Engagement in Academic Health Centers: A Model for Capturing and Advancing Our Successes. J Community Engagement Scholarship. 2018;10(1):81–90.

7. Professor Kara Finnigan in the Warner School has conducted collaborative research on urban-suburban inter-district transfer program, a longstanding strategic desegregation initiative. This research resulted in the publication of a book Holme, J. J. & Finnigan, K. S. "Striving in Common: A Regional Equity Framework for Urban Schools". Cambridge, MA: Harvard Press, 2018. Finnigan also co-authored with local practitioners on the topic of school segregation, and published: Myers, L. C., and Finnigan, K. S. (2018). Using data to spark difficult conversations around racial prejudices and structural racism. Voices in Urban Education.

D. Community Engagement and other Institutional Initiatives

Please complete all the questions in this section.

D.1. Does community engagement directly contribute to (or is it aligned with) the institution's diversity and inclusion goals (for students and faculty)?
Yes

D.1.1. Please describe and provide examples:
In 2015, following local and national student advocacy for racial equity, former president Seligman convened a Presidential Commission on Race and Diversity to address a list of students' demands to improve campus climate. The Commission was co-chaired by Richard Feldman, who now is in the role of president, and among its recommendations were the following:

>"The Commission believes that faculty engagement with the greater Rochester Community is important, since it can foster conversations about diversity and racism and ameliorate the sense of exclusiveness and elitism that tends to dominate perceptions about the University."

>"Because many members of the University community find interaction with the Rochester community a valuable part of their experience here, and because a thriving Rochester community is essential to the University's success, the University should coordinate and publicize in an easy-to-navigate way the many programs and initiatives with the greater Rochester community that currently exist."

The Bridges Community Engagement committee supported these recommendations in a memo to the diversity leaders. Former president Seligman officially accepted the recommendations, and established a Presidential Diversity Council. Shortly thereafter, Seligman resigned following an alleged sexual harassment case involving a faculty member. President Feldman was appointed and promptly re-organized that group to be the Diversity and Equity Council, and created a new vice-president of Equity and Inclusion position to oversee this area. to include 1. creating an inclusive climate on campus and 2. assuring compliance with equal opportunity employment laws and 3. community engagement.

Since 2011, the Office of Faculty Development and Diversity in the provost's office, has convened an institution-wide Diversity Conference that is open to community partners, and community engagement has been one of the themes of the conference. Several faculty and staff leaders in

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

community engagement have given presentations, created posters, and attended the conference annually. The Office of Faculty Development and Diversity often work with community engagement experts when convened research conferences relevant to both, including one in 2014 that focused specifically on community-engaged research.

Various groups, including the Rochester Urban Fellows program, and the Bridges Committee have screened July '64, the 2004 documentary on the racially charged uprisings that took place in Rochester in the summer of 1964 and have used this powerful film as a teaching tool with community-engaged students.

Between 2012-2016, Professors Frederick Jefferson and Dena Swanson from the Warner School were instrumental in leading a community-wide effort called, "Facing Race, Embracing Equity." Through collaboration with the community, they led this effort to advance racial equity in Rochester through conversation.

The community-engaged leaders in the Division of Medical Humanities recently led faculty, students, residents and members of senior leadership through the Theater of the Oppressed, which uses theater to facilitate cultural change and explore issues of bias and social injustice. Linda Chaudron, senior associate dean for Inclusion and Culture Development stated, "Workshops like these provide our faculty, staff, trainees and students with practical skills that reflect the lessons learned from our broader institutional diversity and inclusion education initiatives."

D.2. Is community engagement connected to efforts aimed at student retention and success?
Yes

D.2.1. Please describe and provide examples:
Community engagement plays a significant role in support of student retention and success at the University, especially for at-risk students. The David T. Kearns Center in Arts, Sciences, and Engineering is home to four Federal Department of Education TRiO grants (Talent Search, Upward Bound, Upward Bound Math/Science, and McNair) that serve more than 1,000 low-income, first-generation, and/or under-represented minority students from the Rochester City School District and from around the country. Students who participate in the Upward Bound and Upward Bound Math/Science programs have a 100% persistence and retention rate from year-to-year, 97% high school graduation rate and 90% college going rate. Of the students who participate in McNair, 99% have graduated from college and over 85% have gone on to graduate school, with over 100 earned doctorates.

Each summer, the College's Office of Minority Student Affairs coordinates the Early Connection Opportunity program for approximately 70 students who are admitted to the University and can benefit from academic skills training. Students take short courses in writing, math, and academic skills and techniques, with electives available in psychology, literature, and engineering. Other one-shot class sessions that acquaint students to campus life are offered during the course of the month, including presentations on leadership and community engagement, as well as a non-credit community engagement project.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

In the School of Nursing, community engagement is evaluated highly by students (particularly those in the Accelerated Program for Non-Nurses), based on anecdotal data of program satisfaction, and in this way community engagement plays a pivotal role in student retention and success.

At the Eastman School of Music, specific programs such as Eastman Pathways Scholarship program are directly designed to provide full tuition support to students from the Rochester City School District (over 65% minority). Qualified high school seniors from this program who pass the audition are offered up to full tuition for the duration of the undergraduate studies.

The Post-baccalaureate Research Education Program (PREP) is designed to encourage underrepresented minorities who hold a recent baccalaureate degree in the biomedically-relevant sciences, to pursue a research doctorate, and to prepare these trainees for careers as outstanding research scientists and leaders in the biomedical community. it is expected that PREP trainees will be strongly encouraged to apply for admission to the graduate program at the University of Rochester.

The ability to succeed in college begins in high school. The School of Medicine and Dentistry participates in STEP (Science and Technology Entry Program), a state-funded program for high school students who are economically disadvantaged or from underrepresented backgrounds designed for post-secondary access, support and success. The program is designed to stimulate participants' interest in career development opportunities in medicine and the health care professions. STEP students have the opportunity to work directly with physicians, technical staff, certified teachers, medical, and graduate students. Students are exposed to a variety of academic and professional skill development opportunities to enhance their problem solving, critical thinking and test taking skills with an emphasis on active or "hands-on" learning.

D.3. Does the campus institutional review board (IRB) or some part of the community engagement infrastructure provide specific guidance for researchers regarding human subjects protections for community-engaged research?
Yes

D.3.1 Please describe and provide examples:
The University's Office of Human Subjects Protection (OHSP) has conducted educational seminars with various community advisory boards and community groups as requested to enhance understanding of research, research ethics, and the research review process. The Office's core training module discusses the importance of community engagement. The University of Rochester participates in ResearchMatch, a national recruitment registry, designed to bring together researchers and people interested in learning more about research studies. The website allows potential subjects to learn more about research and become involved in research at their own comfort level. The Community Attitudes About Research Survey was administered July 2010-January 2011 by the Clinical Trials Science Institute (CTSI) at health fairs and through community partners. It was part of an overall initiative to increase awareness of the importance of clinical research and to gain perspective about attitudes towards clinical research. Results of the survey were presented to research staff, CTSI administrators, and other groups within the University.

The University promotes the involvement of community members, when appropriate, in the design and

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

implementation of research and the dissemination of results. Each of the Office's five research subject review boards includes at least two community members. The OHSP Community Information website, the University's Health Research website, and the Center for Community Health website are methods for enhancing the understanding of subjects, prospective subjects, and communities. These resources have been promoted through various means by OHSP, including a brochure printed in both English and Spanish. In 2013, community engagement events took place at the Rochester Museum and Science Center, document outreach activities to engage parents and children.

There are many ways the University instructs researchers about ethical principles in community engaged research, including human subject protection. The CTSI supports the Community Engagement in Research: Community-Based Participatory Research (CBPR) Training Program offered to researchers and community members annually and taught by faculty, staff and community experts. In the first session, on getting started, substantial time is dedicated to "Discussing ethical considerations for community partners and researchers – is CBPR for you?" The course includes a three-hour session on building good partnerships including conflict resolution and addressing power inequities, and a three-hour session on applying the CBPR approach through the research process which includes IRB protections. At the end of the six-month course, teams are encouraged to apply for CTSI funding for CBPR research.

The CTSI also supported the creation of a MOOC (Massive, On-line, Open Course) for Community Engagement in Population Health. The MOOC should be finalized in Summer 2019, and includes a reading, "Community-Based Participatory Research: Incorporating the Integral Voice of Community in Study Design" by D. Pizarro, et al.; and the readings from the Health Systems Research blog on "Engagement Science: Introducing Inclusive Research Practices & Potential Impacts" with a discussion on "What are the ethical implications of engagement in research? How do we engage ethically?". The MOOC also includes a week-long session on community engagement in research and interventions discussing barriers and giving examples of excellent and ethical CBPR.

D.4. Is community engagement connected to campus efforts that support federally funded grants for Broader Impacts of Research activities of faculty and students?
Yes

D.4.1. Please describe and provide examples:
The David T. Kearns Center for Leadership and Diversity in Arts, Sciences and Engineering supports four National Science Foundation grants, which include three Research Experiences for Undergraduates (REU) projects and a national pilot for NSF INCLUDES. The goal of NSF INCLUDES is to diversify the STEM workforce by broadening the participation of underrepresented groups in these fields. NSF INCLUDES proposes the implementation of a national model that connects STEM Faculty with low-income, first generation, or under-represented minority high school students participating in Upward Bound and Talent Search programs. These connections increase students' exposure to STEM and provide faculty the opportunity to learn from and teach diverse student populations. The success of the University's NSF INCLUDES pilot program has led to supplemental broadening participation funding from NSF to implement this model as part of Research Experience for Undergraduates (REU) programs, providing more high schools students research opportunities to the University's labs and facilities. As a result of this support and in collaboration with the Dean of Engineering and Applied

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

Sciences, the College created the "Dean's Citation for Broadening Participation" to recognize exemplary work by undergraduate researchers who have engaged with community. Thirty-nine students received this distinction in its first year.

Over the last four years the Center has assisted more than 10 University faculty in writing their broadening participation statements to ensure proper planning and budget towards efforts to support more community engagement and outreach. These efforts have assisted in the attainment four NSF Career proposals which include robust plans to increase the University's community engagement efforts.

At the Warner School of Education, several projects have connected community engagement efforts to broaden the impact of federally funded research projects. For example, in the "Get Real!" Environmental Action Camp, as part of the Integrating Science and Technology course, graduate students organize and lead a week-long summer camp for middle school students, who become scientists and investigate the serious water-quality issues at Rochester's Charlotte Beach. Wearing chest-high hip waders and using Secchi disks and other equipment, middle school campers work to collect water samples at the lakeshore and then test them use scientific equipment and analysis to assess the situation and make recommendations.

Likewise, Warner students support a science club of middle-school girls at the East EPO. The Science STARS—Students Tackling Authentic and Relevant Science—meet each week and design their own experiments to find answers to real science questions that they are curious about. This successful program was recently awarded over $1.2 million from the National Science Foundation to expand in Rochester, implement it in two other locations to understand its scalability, and further document and study how the social, cultural, and spatial aspects of community-based informal science learning can be designed and utilized to provide unique opportunities for urban girls to develop a science identity.

D.5. Does the institution encourage and measure student voter registration and voting?
Yes

D.5.1. Describe the methods for encouraging and measuring student voter registration and voting.
The Rochester Center for Community Leadership advises the student political organizations, which in 2017-18 included the College Republicans and the College Democrats. It also convenes a student committee to promote non-partisan political engagement, with an emphasis on voter registration and programming designed to promote informed participation in the democratic process. For voter registration, the Center has collaborated with the local chapter of the League of Women Voters, which provides expertise to assist with voter registration drives on campus, and has extended to involve students at the Eastman School of Music.

Since 2006, the College has maintained an affiliation with the Institute of Politics at Harvard University's Kennedy School of Government, as a founding member of the national campaign. This has connected the University with a network of other college and university administrators who are focused on political engagement, and it has also afforded students the opportunity to attend leadership training at Harvard each year on timely themes related to politics and voter registration and mobilization in particular.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

In 2010-2011, the College received a grant from the US Election Assistance Commission to recruit, train, and mobilize students to serve as poll workers with the local Board of Elections. This pilot initiative proved to be very successful in assisting the Board of Elections with the administration of elections—particularly given the use of new voting machines that were used for the first time in 2010—and the program was also effective in helping students learn about the administration of elections and encounter racial, socio-economic, age, and ideological diversity in the community. The program was suspended in 2012 due to a lack of funds, but was reinstated in 2018 with funding from the local Board of Election and New York State. As in the pilot phase, it is based at the University, but conducted in partnership with six other area colleges. Since poll workers are required to be registered to vote locally, the program reinforces efforts for voter registration as well as local community engagement. The program recruited, trained and mobilized 152 students from the area colleges to serve as poll workers on Tuesday, November 6, 2018.

In 2018, students in Rose Pasquarello-Beauchamp's course on Art and Activism created a socially engaged art installation to raise awareness and get out the vote.

D.6. Is the institution committed to providing opportunities for students to discuss controversial social, political, or ethical issues across the curriculum and in co-curricular programming as a component of or complement to community engagement?
Yes

D.6.1. Describe the ways in which the institution actively promotes discussions of controversial issue:
In addition to discussion of controversial issues which happen as a matter of course in most credit-bearing courses in the curriculum, the Paul J. Burgett Intercultural Center offers an on-going program of workshops and discussion groups designed specifically to promote discussion of challenging issues both on and off campus. Among these is an ongoing series of conversations on race, co-sponsored by the Rochester Center for Community Leadership and the M.K. Gandhi Institute for Non-violence, a community-based organization affiliated with the University. This series is part of a larger effort in the community that has been in place for more than five years. The University's Interfaith Chapel has also been a vital partner in sponsoring these programs in many instances, particularly after acts of violence targeting particular faith communities.

Since 2010, the University's Office of Faculty Development and Diversity has convened an annual diversity conference, featuring a keynote speaker addressing issues of diversity across the institution and the community, and also including presentations from students, staff, faculty, and community partners. The conference, which takes place each spring and attracts several hundred participants, promotes open discussion of challenging issues.

The Rochester Center for Community Leadership convenes a student committee for political engagement that has sponsored discussions on controversial topics, and often these are conducted in collaboration with the College Democrats and College Republicans. For example, in 2019, the Committee conducted a forum to allow community input on a controversial proposal to arm public safety officers on campus.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

At the Eastman School of Music, students discuss current events and politics in EIC 100: Cross-Cultural Communications including gender and sexuality, nationalism, race, educational policy, disability, and class issues. Similarly, students explore cultural representation, gender, religion, mental illness, and politics in many of the first-year writing seminar courses, humanities courses, and music history courses. The diversity committee at Eastman has recently worked with senior administration to create a community board to promote cultural, social, and intellectual engagements.

The department of psychiatry offers controversial issues in discussion or seminars. Examples include a summer lunch series which discussed racial issues and "Community Counts," a year-round forum to support partnerships with communities and institutions. These luncheons are held five times per year and community partners are invited to lead, attend, learn and contribute to the discussion on a wide range of controversial topics.

At medical school orientation, significant time is dedicated to implicit bias and inclusion, including the "Move into the Circle: Recognizing Power and Privilege" exercise where students identify with labeling statements. Facilitators lead small group discussions following the exercise. The introduction to difficult conversations at orientation is followed by courses in Humanities and lectures on ethics, to prompt discussions while giving students tools and frameworks to support conflict resolution.

At the School of Nursing, student discuss ethical concerns related to their community projects and present in group format. in addition, the student-led initiative Leading with Integrity for Tomorrow (LIFT) creates opportunities to discuss issues related to gender, race, and other topics.

D.7. Does your campus have curricular and/or co-curricular programming in social innovation or social entrepreneurship that reflects the principles and practices of community engagement outlined by the definition of community engagement provided above?
Yes

D.7.1. Please describe and provide examples:
The University has developed significant capacity in the area of social innovation and entrepreneurship over the past fifteen years. In 2003, the University was awarded an institution-wide, $10 million grant from the Kauffman foundation to develop entrepreneurship education across the curriculum. Funding from the grant supported the development of various initiatives, including those in the realm of social entrepreneurship, such as the Rochester Urban Fellows program, and helped to establish a center for entrepreneurship, which in 2015 was endowed as the Ain Center for Entrepreneurship. The Center, which reports centrally to the provost, defines entrepreneurship as the process of generating or transforming ideas into enterprises that create value.

One of the longstanding initiatives of the Ain Center is the e5 program, which allows undergraduates to spend a fifth year at the University tuition-free to pursue an entrepreneurial project while completing related coursework. About half of these projects have an emphasis on social enterprises and are undertaken under the supervision of faculty members and community partners. A 2017 e5 project developed and implemented an outdoor education program for refugee students in Rochester in partnership with the Rochester International Academy, with the aim to foster an appreciation for

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

biology, ecology, and sustainability, and also addressed cultural and socioeconomic issues.

The Ain Center also sponsors the Creative Collision Challenge, a one-day challenge designed for student teams to devise a solution to a pressing social problem while working with community partners. In 2018 the problem statement focused on the colony collapse of honey bees. There were many discussions between the students and mentors surrounding social and environmental responsibility.

The Ain Center also offers the Venture Jobs Foundation Accelerator Program, which allows students with non-technical business ideas to complete a nine-week, co-curricular program to launch small businesses for distressed neighborhoods. Guest speakers in the program discuss corporate social responsibility.

David Miller, associate professor at the Warner School, collaborates with NextCorps, the business incubator affiliated with the University, to help build capacity in job training and develop mentoring programs for entrepreneurs and mentors of entrepreneurs. He also serves as the academic lead for students and partners. David participates as an instructor for the Ain Center's iCorps, an initiative that aims to develop pathways to commercialization and ideas for building community and jobs.

The Warner School also offers three courses that are intentionally designed to educate students for entrepreneurship. Entrepreneurial Skills for Educators develops entrepreneurial mindsets and skills that can help educators initiate more successful social innovations. Grant Writing and Other Funding Strategies for Educators prepares educators interested in launching innovations develop a strong case for funding. In Research and Praxis in Human Development, students partner community agencies or researchers to participate in activities related to their areas of interest. Goals are co-constructed by mentors, students and faculty, bi-weekly reflections building on theories and concepts of human development are shared, and final projects are disseminated to collaborators.

E. Outreach and Partnerships

Outreach and Partnerships has been used to describe two different but related approaches to community engagement. Outreach has traditionally focused on the application and provision of institutional resources for community use. Partnerships focus on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.). The distinction between these two is grounded in the concepts of reciprocity and mutual benefit, which are explicitly explored and addressed in partnership activities. Community engaged institutions have been intentional about reframing their outreach programs and functions into a community engagement framework that is more consistent with a partnership approach.

E.1. Outreach

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

E.1.1. Indicate which outreach programs and functions reflect a community engagement partnership approach. Please select all that apply:

For each category checked above, provide examples:

Outreach	Selected	Description
Learning centers	Yes	The Center for Community Health was established in 2006 to implement the fourth mission of the medical center – to improve the health of the community. For more than 10 years, the Center has collaborated with partners to improve the health of the community. Through disease prevention and healthy living programs, research, education, and policy— the Center works to create environments that support healthy behaviors. The Center encompasses a wide variety of programs and initiatives aimed at preventing disease to create a healthier community. The M.K. Gandhi Institute for Nonviolence is a nonprofit organization affiliated with the University that equips people to use nonviolence to create a sustainable and just world for all. It collaborates with local organizations, academic institutions, students, and committed peacemakers in the areas of nonviolence education, sustainability and environmental conservation, and the promotion of racial justice. The Institute continuously offers groups and individuals training in skills such as Nonviolent Communication, meditation, and interconnectedness, and fosters responses to systemic violence in the Rochester area through projects focused on urban agriculture, racial healing work, and restorative approaches to conflict. The Institute operates school non-violent communication programs with selected schools in Rochester, receiving nearly 6,000 individual student visits in 2017-2018. Gandhi Institute staff also led weekly professional development training for school staff. More broadly, the Institute reached 6,455 community attendees for workshops, trainings, and community events, and won the Newman's Own Challenge to launch a global media campaign to spread nonviolence digitally. The Institute hosted its second annual "Roc Restorative" Conference on restorative justice practices in April 2018 with over 600 participants. The University's David T. Kearns Center operates College Prep Centers in two high schools in Rochester. Supported by a federal Talent Search grant, the Centers serve more than 1,000 high school students annually, providing support for students to apply, enroll, attend college and succeed. Students who participate in this program have a 100% retention and persistence rate, 87% high school graduation rate and 77% college going rate. Partnerships with community members, local colleges, and business leaders allow for college and career immersion experiences. Individual services include academic advising, tutoring/homework help, SAT registration, career exploration, college search, college application assistance, and preparation for New York State Regents exams. The Environmental Health Sciences Center (EHSC) has been continuously funded by the National Institute of Environmental Health Sciences for 44 years. In 1998, NIEHS required all EHSCs to form a Community Outreach and Engagement Core (CEC) to promote two-way translation of environmental health research to meet community needs. The CEC is focused on local policy and community change related to environmental health and justice in Rochester. the CEC has supported the Coalition to Prevent Lead Poisoning through analyses of local data, summarizing research, and serving on committees for 16 years. These efforts contributed to Rochester's groundbreaking 2005 lead law, which has helped reduce Rochester's lead rates 2.4 times faster than the rest of New York. HUD recently released a summary of these efforts highlighting URMC's role as an anchor institution.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

Tutoring	Yes	Horizons at Warner is a six-week summer enrichment program that engages K-8 Rochester City School District students in meaningful and authentic learning experiences in a non-traditional setting on the University's River Campus; it is hosted by the Warner School and affiliated with the national Horizons network of summer enrichment programs.
		The Warner School also hosts Get Real! Science, a science teacher preparation program that engages students in real science through an inquiry-based approach, includes community outreach initiatives such as the Science STARS (Students Tackling Authentic and Relevant Science) afterschool program for urban middle school students in Rochester and the annual summer Get Real! Environmental Action Camp currently for a nearby rural middle school students.
		Project READ, led by Associate Professor Carol St. George at the Warner School, aims to strengthen children's literacy learning and looks at literacy in every aspect of a child's life, from the classroom to home. The team of educators and Warner School interns works directly with students at the school to develop literacy plans that work for and build on the strengths of each individual child. Using a planned strategic intervention—a balanced approach that consists of reading, writing, listening, and speaking, as well as authentic tests—they connect instruction to real-life literacy and opportunities in the real world. In 2017-18 Project READ involved 25 graduate students and provided direct intervention for 32 first graders at the James P. Duffy School #33 in Rochester.
		Partners in Reading is a student organization in the College are Arts, Sciences, and Engineering, that is dedicated to aiding school children in their learning process. Since its inception in 1992, it has partnered with the James P. Duffy School #33 in the City of Rochester; since 2010, Partners in Reading has added three additional projects in partnership with other City schools. Its goals include bettering the academic experience for school students, promoting higher education by means of tutoring and mentoring, and encouraging students to pursue their goals through education. In 2017-18, 71 undergraduate students logged more than 1,400 hours tutoring more than 100 partner children through the efforts of this organization.
		Another undergraduate student organization that consistently undertakes tutoring with a community engagement approach is STEM Initiative, through which University students engage with local middle school students to inspire them to pursue studies and careers in the STEM field. The organization partners primarily with Adlai E. Stevenson School #29 through weekly school visits that feature hands-on demonstrations, engaging workshops, and fun experiments. In this way, STEM Initiative promotes active learning and exploration of the STEM fields with the long-term aim motivating students to be passionate about the sciences and have a long-lasting impact on their future academic endeavors. The group organizes an annual Family Science Day on the University's River Campus, which brings 150 students and family members to campus for interactive science demonstrations led by University students and faculty. Twenty University students participated in STEM Initiative in 2017-18.
Extension programs	Yes	Entrepreneurship and economic development are integral to the success of the University. University affiliate Next Corps became an affiliate of the national manufacturer extension partnership program, which offers a variety of expert technical assistance and business solutions for established manufacturing firms seeking to improve their competitive positions via innovation and improved sales, efficiency and quality. Next Corp recently opened 68,000 square feet of office space in downtown Rochester to serve as the City's new innovation zone. Since its founding in 1987, NextCorps (formerly known as High Tech Rochester) has been committed to assisting technology innovators with building their businesses and creating new products. NextCorps includes co-working space, traditional

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

		office space, dry and wet labs, conference rooms and an auditorium and serves as an intersection between community innovators and University resources. In the 1990s, NextCorps New York State has designated NextCorps a National Institute of Standards and Technology Manufacturing Extension Partner. The Warner School's Center on Disability and Education leads a consortium of five higher education institutions at the City University of New York that advances systems change to support students with intellectual disabilities in New York City to attend and succeed in college. These efforts are supported by a $2.5 million grant for Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) that was awarded in fall 2015. The consortium has established, implemented, and sustained TPSID model demonstration projects that have created new and expanded existing meaningful inclusive college programs at Borough of Manhattan Community, College of Staten Island, Hostos Community College, Kingsborough Community College, and Queens College. The second TPSID grant continues to build on the work that the center has done to develop postsecondary options for students with intellectual disabilities. An initial TPSID $2.5 million grant was awarded to the Center in 2010 that established a Western New York Consortium of local colleges and universities, including the University of Rochester, which has served nearly 200 students with disabilities through inclusive higher education over five years. The Center for Human Athleticism and Musculoskeletal Performance and Prevention (CHAMPP) afterschool program, which is led by the School of Medicine in the Department of Orthopedics (Sports Injury Prevention Mentoring Program) works with student athletes on strength, wellness, nutrition, and academic support. The goal of this initiative is to improve health and athletic performance, and reduce injury risk, while enhancing academic outcomes. The long-term goal is that this initiative positively affects school attendance, reductions in dropout rates, reduced pregnancies and incarceration, improved GPAs, and higher potential for college admissions. The CHAMPP completed a 12-week pre-pilot program of 22 high school athletes, including 12 students from East Upper School, at the YMCA. The spring 2017 Symposium at East, sponsored and coordinated by the Center for Urban Education Success at the Warner School, has helped to shift some the School's program work in education leadership to include equity as a strand throughout the course experiences. The lessons learned through East have been incorporated into many lessons at Warner.
Non-credit courses	Yes	For over 90 years, the University's Memorial Art Gallery (MAG) has hosted a community art school that is open to students of all ages. MAG's Creative Workshop classes are taught by more than 50 professional artists and teachers from the community. The Creative Workshop offers a full range of introductory and advanced noncredit courses, including drawing, painting, ceramics, sculpture, weaving, and art history to nearly 3,000 children and adults in 2017-18. Need-based scholarships are awarded for all classes. The Eastman Community Music School (ECMS) was established by philanthropist George Eastman in 1921 for the enrichment of the residents of greater Rochester, with the expectation that the musical exposure provided would be available to everyone, regardless of age, musical background, or ability to pay. In collaboration with members of the Eastman School's faculty, ECMS strives to: >Introduce students of all ages to the joy and discipline of music >Provide a rich environment that supports each student's musical participation and enjoyment >Develop a solid foundation for the young musician aspiring to a professional career >Present opportunities for lifelong musical experiences

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

		>Offer ongoing development for teachers and other music professionals ECMS's non-credit offerings include lessons, classes, and ensembles, which reached over 3,000 individuals in 2017-18. The school is fortunate to be able to offer scholarships taking into account both merit and need. The school has named scholarships, which are targeted to specific instruments or voice as well as a general scholarship fund open to all students; it offers an endowed scholarship for students from nearby, rural Wayne County that allows them to participate in lessons, classes and ensembles. As part of the William Warfield Partnership between the Eastman School and the Rochester City School District, the Eastman Pathways program provides scholarship aid to outstanding City students to pursue music studies at ECMS. Students in Eastman's chapter of the National Association for Music Education volunteer in the Practice Buddy program, helping Pathways students practice on weekly basis at the request of teachers or students. In addition to private lessons and classes, students receive one-on-one tutoring from faculty as needed, plus pre-collegiate classes tuition-free. As part of the program, Eastman offers on-site professional development workshops for teachers from the Rochester City School District. All students in the program receive help with college applications and free career guidance workshops. Nearly 200 students have completed the program since its inception, with 62 students currently enrolled; 83% of the participants have pursued post-secondary education.
Evaluation support	Yes	The Warner School's Center for Professional Development and Educational Reform connects graduate students to community partners to complete a practicum that is required for students completing the School's program evaluation certificate or master's degree. These projects are supervised jointly by faculty and community partners to ensure that they meet the needs of the organization and also the learning outcomes of the certificate, which include effective project management and relationship building with clients. Students engage with community members to create program evaluation that responds to the needs of the community organization that they are working with. Students gain first-hand experience providing evaluation support. Through the Center on Urban Education Success, Warner School faculty members have conducted evaluation work for East Upper and Lower Schools on culture and climate (based on the Chicago Consortium Survey). Data was analyzed and shared with East staff and shaped how they function operationally at East as a staff. This is mutually beneficial in that it helps inform how Warner School faculty and staff engage with staff and the community at East. In the College, selected faculty have completed program evaluation projects for community partners as part of community-engaged learning courses supported by the Rochester Center for Community Leadership. For example, in fall 2018, Professor Stuart Jordan from the Political Science department partnered with the Legal Aid Society of Rochester to compile a data set of 640 eviction cases from landlord-tenant court to determine the effectiveness of the Society's pro-bono legal services. The evaluation demonstrated that tenants represented by attorneys are required to pay less back rent, and given more time to make those payments, than tenants who are unrepresented. In fall 2017, in consultation with the Rochester Center for Community Leadership, the University's data librarian connected with two non-profit organizations in the community in need of assistance in analyzing their data to host a Data Dive event. Over the course of a weekend, students in the field of data science volunteered to analyze and create a visual representation of the data to show trends and lead to possible solutions to each organization's challenges. The results were presented to members from each organization. The event involved 20 students and 20 community members.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

Training programs	Yes	The K-12 Digital Conversion Consortium, housed under the Warner School's Center for Learning in the Digital Age, reaches out to schools with the opportunity to take courses (with tuition assistance) and to help go into schools and share stories through a colloquium series in the community. Schools participating in the K-12 Digital Conversion Consortium benefit from free ongoing workshops, school visits, and ad hoc professional development. They also have opportunities to pursue advanced certificates and enroll in credit-bearing courses. The Warner School offers scholarship opportunities that make these options affordable. In 2016, the Rochester Prison Education Project (RPEP) was established in Arts, Sciences, and Engineering, with support from the Andrew W. Mellon Foundation. Led by Professor Joshua Dubler of the department of religion and classics, the project is founded on the belief that higher education can be a sustaining force in the lives of incarcerated men and women and can furnish them with skills and resources to enable community reintegration. New York state colleges and universities are national leaders in the college-in-prison movement, but Western New York remains a dramatically underserved region. As a private research university with a dozen state and federal correctional facilities within a ninety-minute drive, the University is uniquely suited to meet this need. To this end, RPEP has mobilized University faculty, graduate students, and undergraduates to offer 13 credit-bearing courses to incarcerated students at three area correctional facilities: Five Points, Auburn, and Albion. Courses have spanned a range of humanistic and STEM disciplines, including anthropology, art history, linguistics, mathematics, philosophy, and religious studies. The short-term goal is to educate, and the long-term goal is transformative social change. By including incarcerated students in the University community, the project aims to diminish the dehumanizing distance upon which mass incarceration depends. On campus, RPEP works to educate the non-incarcerated members of the community about the crisis of mass incarceration. The project operates in partnership with the Cornell Prison Education Program, Cayuga Community College, and Medaille College at Albion Prison. On campus, RPEP has sponsored public events with a variety of community partners, including the George Eastman House Museum, the M.K. Gandhi Institute, the Susan B. Anthony Institute, and the Friends of Mt. Hope Cemetery. In 2017, galvanized in part by the University of Rochester strategic planning process, RPEP gave rise to an associated research project, the Rochester Decarceration Research Initiative (RDRI). In the 2017-18 academic year, RDRI was awarded a $75,000 University Research Award to investigate the question: How is Rochester a prison town? Currently involving eight faculty from Arts, Sciences & Engineering, the Warner School, and the School of Medicine and Dentistry, RDRI undertakes interdisciplinary research, teaching, and community engagement aimed at understanding and transforming the ways mass incarceration shapes life in on campus, in the surrounding city, region, and across the country.
Professional development centers	Yes	The Center for Professional Development and Education Reform at the Warner School designs and delivers ongoing professional development for school districts throughout the region. The center merges policy, scholarship, and practice to build capacity among its education partners while fostering a vibrant, intellectual community for collaboration on the most pressing educational challenges. The center is responsive to the needs of the various fields and co-constructs comprehensive professional learning plans and activities to meet the needs and unique contexts of each school district. Trainings have addressed math, science, English for new learners, and leadership development. In 2017-18, the Center delivered 48 different training programs totaling more than 9,600 hours and reaching nearly 1,000 trainees.
Career assistance and	Yes	The Teen Health and Success Partnership program, housed in the Center for Community Health and Prevention, matches at-risk high school students with employment

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

job placement		opportunities at the University and provides hiring and employment assistance to support students' long-term career success. Employment at the University exposes students to local career opportunities in their field of choice—from healthcare to food service to IT—and helps them develop marketable job skills and financial independence. The program is a partnership with the Hillside Work-Scholarship Connection, and participating students have access to a full-time youth advocate and a suite of wrap-around services for overcoming obstacles at home, school, and work. This partnership structure provides students with the vision and tools for a range of educational and career options after graduation and enables the University to employ well-prepared youth from the community. Participating students graduate from high school with real job experience, prepared for their next learning and career steps. Through the program, students work in wide range of jobs, spanning 36 departments across Strong Memorial Hospital, Highland Hospital, and the University's river campus. In 2017-2018, 69 high school students were employed at the University; 100% of students who stuck with their University employment graduated from high school, and 86% of graduates enrolled in a two- or four-year college. In 2015, 11 community partners in Rochester, led by Action for A Better Community, received an $8 million grant to establish Rochester Health Profession Opportunity Grants. These grants aim to assist Monroe County in improving and increasing opportunities for underserved residents to gain employment in the healthcare field. The goal of the programs at the University's Medical Center and Highland Hospital is to assist employees in determining professional goals and achieving career advancement. With guidance and support from an employment coordinator, current employees selected for the program create a developmental action plan that will serve as a roadmap to professional growth and advancement within healthcare. Participants must be low-income. The program offers career assessment and coaching, work etiquette training, professional development mentoring, resume building assistance, and employment navigation to help current employees advance in their careers. Participants also receive guidance in using tuition reimbursement for credit bearing training classes and programs, tuition assistance, and Emergency Financial Assistance for books, supplies, mentoring, tutoring, testing fees, licensing fees, or uniforms. Participants may choose to obtain training for a range of healthcare positions. Training is organized as a series of manageable steps that lead to higher credentials and employment opportunities. In 2017-18, 52 people took advantage of the program, and 18 of those individuals received promotions or new employment at the University. In spring 2017, the Family and Community Engagement Committee at East Upper and Lower Schools held a job fair featuring several areas businesses for parents at East. The Mayor's Office and Business Council were both involved. Faculty from the Warner School also work with rural Byron-Bergen School District on a high school-to-job program, assisting teachers with building a program that makes high school students more job ready.
Other (please specify)	Yes	There are several other examples of outreach at the University that reflects a community engaged partnership approach. Some examples are given below. Now in its seventh year, ROCmusic is an after-school and summer musical education program that provides tuition-free classical music and instrument instruction to urban youth in the neighborhoods in which they live. The cost of instruments, materials, lessons, field trips, and more are all covered under a full scholarship for each student in the program. Inspired by the El Sistema method developed in Venezuela, ROCmusic is an innovative arts outreach program that engages children and their families in the experience of making and appreciating classical music. The program is designed to instill a love of learning, responsibility, respect, and academic success, ultimately creating positive

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

		social change in students and the communities surrounding them. The current dean of the Eastman School, Jamal Rossi, was instrumental in establishing ROCmusic, which is a partnership between the Eastman School of Music, Hochstein School of Music and Dance, Gateways Music Festival, City of Rochester, Rochester Philharmonic Orchestra, and the Rochester City School District. Classes are offered at three locations in urban neighborhoods. Approximately 10 Eastman faculty and students are involved in delivering instruction through ROCmusic, which currently teaches 140 students. Children's Institute is a 501C3 organization that is an affiliate of the University. The mission of the Children's Institute is to equip and support those who work with children to ensure the success of every child. The Institute partners with community agencies and schools to strengthen the social and emotional health of children. The University faculty and staff at the Children's Institute assist with the implementation of evidence-based prevention and early intervention programs; provide a range of trainings, assessments, and services to support those who work with children; and conduct research and evaluation to continuously improve efforts that support children's positive growth and development. The spring 2017 Symposium at East Upper and Lower Schools, sponsored and coordinated by the Center for Urban Education Success, has helped to shift some the Warner School's program work in education leadership to include equity as a strand throughout the curriculum. The lessons learned through East have been incorporated into many aspects of academic programs at the Warner School. The Susan B. Anthony Center works to bring awareness to, and advocate for, social justice and equality. The Center works in collaboration with the University community and partners with a wide range of local, national, and international organizations to fulfill the goal of translating research into policy. Catherine Cerulli, JD, PhD, is the Director of the Susan B. Anthony Center and the Laboratory of Interpersonal Violence and Victimization (LIVV) and Professor of Psychiatry at the University. Dr. Cerulli has received funding from the National Institute of Mental Health, the National Institute of Justice, the Centers for Disease Control and other federal institutes to conduct studies that examine myriad issues related to violence, including mental health and victim safety.

E.1.2. Which institutional resources are provided as outreach to the community? Please select all that apply:

Outreach	Selected	Description
Cultural offerings	Yes	The Eastman School of Music believes that music is not only an essential part of a quality education, but also a powerful contributor to quality of life and community health. Its wide array of community engagement and partnership programs are designed to fulfil that mission and bring music to all members of the community as a way of enriching human experience, while reaching new audiences and enhancing the educational and performance outcomes for both students and faculty. In the Eastman at St. Michael's series, students perform recitals monthly at the historic St. Michael's Roman Catholic Church, located on Rochester's north side, in a predominantly Latino neighborhood. The concerts include jazz and classical works and are free and open to the public.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

		Each January since 2005, students and faculty from the Eastman Community School of Music students and faculty members have promoted the sister-city relationship between Rochester and Velikiy Novgorod, Russia, by presenting a recital of music by Russian composers. These Russian Friendship Concerts are presented in cooperation with Linkages of Rochester, the mission of which is to increase the understanding of the people, politics, and culture of Russia, with a focus on people-to-people relations with the citizens of Rochester's Sister City, Velikiy Novgorod, Russia. From its founding in 1913 the Memorial Art Gallery (MAG) has served as the community's art museum, which is held in trust by the University of Rochester. MAG collaborates with the Rochester chapter of the Alzheimer's Association to offer monthly tours for individuals with early-to-mid-stage dementia. In addition to handling the reservations for this program, the Alzheimer's Association assists with the training of MAG docents and coordinates the program's evaluation. MAG also collaborates with several residential elder-care facilities in the Rochester area to offer this program to their residents. Assisting MAG docents on these tours are undergraduate students from the University, many of whom are interested in careers in healthcare. Meet Me at MAG reached 401 individuals in 2017-18. For individuals in elder-care facilities who can no longer visit the museum, MAG staff has collaborated with residential care staff to design and offer a program bringing reproductions of works of art to the residents. This program, known as Art at the Bedside, is implemented by MAG docents and student volunteers from the University. Each year, MAG offers a series of cultural and family celebrations, including popular Latino, Asian, and African-American focused events, as well as one celebrating LGBTQ+ culture in conjunction with Rochester's Pride Parade. These events attracted more than 3,000 community members to the museum. Community councils with representatives from the communities to be celebrated partner with MAG staff on all aspects of these days, from planning, the performing to promotion. In 2016-2017, MAG initiated MAGconnect, in which the Museum partners with staff and individuals from various community organizations to design museum tours for more than 300 individuals who might not have come on their own. MAG underwrites transportation and admission to the museum, and offers free family memberships for the year following the visit.
Athletic offerings	No	
Library services	Yes	Approximately 80 students engaged in an international baccalaureate degree program at the city's Wilson Magnet School visit the River Campus Libraries several times in a year to access the human, digital, and collection-based resources that aid in their culminating extended essay. Outreach librarians visited Wilson Academy, welcomed students to the River Campus Libraries, and offered free time to students and their chaperones to use the library in a more relaxed fashion. For many years, the Carlson Science Library has hosted immigrant high school students from Rochester weekly for academic tutoring and mentorship. The Libraries provide space, public computers and whiteboards. Undergraduate students in science and engineering provide tutoring to strengthen mathematical skills. The library provides easy textbooks when appropriate. Weekly visits typically bring 25 students, accompanied by a teacher. In 2018, the University libraries participated in a multifaceted collaboration with other Rochester institutions and libraries to mark the 200th anniversary of the birth of Frederick

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

		Douglass. This included a community reading project with Rochester Public Library, the Brighton Public Library, Writers and Books (Rochester's literary center), and Frederick Douglass Family Initiatives. It also included statue acquisitions, an art acquisition, and an event in December at Hochstein Music School, which included collaboration with Rochester Institute of Technology. Graduate students from the University and staff from River Campus Libraries partnered with members of the Out Alliance—a local organization that supports Rochester's LGBTQ communities—to digitize, preserve, and make publicly accessible over 200 audio and video recordings that comprise the rich local histories included in the documentary, Shoulders to Stand On and the Green Thursday Radio Program. This NEH-funded project was a collaboration with Out Alliance and the broader community to make source material on the history of Rochester's LGBTQ community accessible via closed captioning and transcription (deaf community and world). The University Libraries are working on several community archival processing projects, including with Rochester's 19th Ward Neighborhood Community Association to process the papers of their organization. Likewise, the Libraries have worked with Willow/Alternatives for Battered Women Project to use volunteers to perform preliminarily processing of their collection. Librarians worked with Willow to apply for State grant funding to get the collection processed.
Technology	Yes	The Warner School hosted EdCamp, a free professional development event that brought together K-12 and postsecondary educators on River Campus in October 2017. The event centered on educational technology and instructional technology practice and served as a catalyst for spurring additional topics pertaining to technology and education. The conference was organized by Warner faculty and students in collaboration with nearly two-dozen school districts participating in the K-12 Digital Conversion Consortium. Warner faculty/staff of the K-12 Digital Conversion Consortium have met individually with teachers and administrators, consulting on digital conversion issues and opportunities and working collaboratively to solve problems and implement initiatives. Computing with the Community is an effort with the University Data Science Institute that partners computer science students with community members promoting the well-being of youth and communities in the region. Together, the program seeks to advance training in, and application of, new technologies to advance public health and wellness within the community. This project is overseen by faculty (Drs. Ann Marie White and Henry Kautz) and a community advisory group, along with Big Data Docents. Undergraduate students involved in Computing with the Community activities are now assessing the feasibility and acceptability in three areas: > STEM education and training via hardware and video game creation among urban youth seeking a high school equivalency diploma >New Android app development to create a product from data science with local data that reduces risks associated with alcohol use in social settings >Community-engaged hidden signal detection in social media data via support vector machine and natural language processing approaches to computer-based learning The University's IT Department donates refurbished computers and office equipment to community organizations annually, and raises funds in support of the United Way, American Cancer Society, the Make-A-Wish Foundation, and Mt. Hope Family Center.
Faculty	Yes	The Office of Mental Health Promotion (OMHP) in the department of psychiatry

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

| consultation | | contributes to measurable improvements in community mental health and well-being by fostering diverse community, consumer, and collegial partnerships. The faculty in the Office of Mental Health Promotion offer several services to the community, including those described below:

Renewing of the Mind is a free class for community clergy, pastoral leaders, and members of faith communities with a heart for mental health. This class supports those with a desire to increase community mental wellness with a particular focus on promoting physical, psychological, and spiritual wellness for people of color. The course covers many topics related to mental health, including the referral process, depression, substance abuse, domestic violence, and much more. Pastoral leaders, lay health ministers, or congregation members are often best situated to promote mental wellness in their congregations and reduce the stigma of mental illness in their faith communities.

The OMHP also offers two patient navigator initiatives for marginalized populations. The Women's Initiative Supporting Health (WISH) is a transitions clinic that provides services to help women transitioning out of jail or prison to access needed physical and mental health care. Healing through Education Advocacy and Law (HEAL) Collaborative is a service that offers medical, legal and social services resources for violence-involved people, 18 and over.

Professor Kara Finnigan of the Warner School has provided consulting to the Rochester Monroe Anti-poverty Initiative (RMAPI), the collective-impact effort that was established in the community in 2015. Professor Finnigan serves on the policy committee of RMAPI, and has helped to identify and prioritize policy strategies. She also serves on the housing policy subcommittee, to which she offers knowledge about current policies and research to the broader discussion and decision-making. In total, Professor Finnigan has provided approximately 200 hours of time to these efforts, pro bono.

In addition, Professor Finnigan served on the advisory committee for Time to Educate, an initiative of the local newspaper that provides guidance around educational issues. She contributed approximately 50 hours in that role, providing knowledge about research and data both nationally and locally to inform media coverage. Finally, she served on the race and media steering committee for Causewave Community Partners (formerly the Ad Council of Rochester), which conducted a mixed-methods study to examine perceptions around race and racism in the local media (television and newspaper). She contributed approximately 150 hours toward this initiative. |
| Other (please specify) | Yes | The Seward Family Digital Archive is a joint venture of Tom Slaughter, professor in the College history department and the River Campus Libraries, and has involved undergraduate and graduate students, as well as volunteers from local retirement communities. Volunteers work with students to research, transcribe, edit, and make public manuscripts, letters, and other materials housed in the William Henry Seward Papers in the Library's department of rare books and special collections. Through this project, community members get the opportunity to work as historians, editors, and archivists, and bring lived historical context and knowledge of cursive handwriting to the archival efforts of students. To date, over 100 students and community volunteers have collaborated on this project.

In the Early Connection Africa program, 45 students from countries throughout Africa and bound for colleges around the world make a one-month stop at the University to learn about college life in an American setting. Students engage in typical academic courses in writing, math, political science, economics, and academic skills and techniques. Two specialized courses, College Transitions for Success and Transformational Leadership, are particularly customized to offer African students the tools to succeed while at university |

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

and beyond. Librarians work closely with iZone staff to scaffold the research skills needed to complete the ideation around solving world problems. The University Admissions Office and the Mastercard Foundation drive this project with many collaborators from across campus.

The Pre-College Experience in Physics is a three-week summer science program in July for selected students currently in 9th or 10th grade from Rochester area public and private high schools to encourage young women's interest in science. Led by the physics department, the River Campus Libraries support instructors and teach library sessions, using the library for presenting student work through the program.

The University's Interfaith Chapel on the River Campus is home to various faith communities and provides a place of worship for students, faculty, staff, and community members of all faiths, and of none. The Student Organization for Interfaith Cooperation (SAIC) has volunteered for the past three years during the winter months with the Rochester Emergency Action Coalition for the Homeless shelter preparing and serving a hot meal to the residents and spending time socializing with them. SAIC also sponsors off campus trips to local religious organizations such as the Islamic Center, the Hindu Temple, the Sikh Gurdwara offering students the opportunity to meet and socialize with people of those traditions and to experience their religious rituals.

Since 2016, the Roman Catholic Newman Community has maintained a partnership with St. Joseph's House of Hospitality, a Catholic worker house two miles north of campus. From October to May, the Newman community organizes University students in small groups to serve a meal every Friday evening at St. Joseph's. Students serve the food, clean up after the meal, and also take time to talk with and listen to the stories of the men and women who enjoy a meal and have a warm place to sleep during the winter months.

E.2. Partnerships

This section replaces the previous "partnership grid" with a series of repeating questions for each of the partnerships you identify.

Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum = 15 partnerships). As part of this section, we are asking for an email contact for each partnership provided. The text for the email that will be sent to your community partner can be found below.

As part of this section, we are asking for an email contact for each partnership provided. The following email will be sent to your community partner:

Dear community organization partnering with a college or university,

{Name of Campus} is in the process of applying for the 2020 Elective Community Engagement Classification from the Carnegie Foundation. The classification is offered to campuses that can demonstrate evidence of collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity. Partnerships that meet the standards of community engagement are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

We were provided your email address by the campus applying for the Community Engagement Classification. The Community Engagement classification is offered by the Carnegie Foundation and is available to all colleges and universities in the United States. For more information about the classification, please go to https://www.brown.edu/swearer/carnegie.

We would like to ask you to assist with this classification process by providing confidential responses to a very brief online survey (LINK provided). While your participation in the survey is entirely voluntary, your input and perspective on the activity are valuable in evaluating campus community engagement. Beyond the evaluation of campus community engagement, the responses provided by community partners contributes to a national understanding of how communities and campuses are collaborating for the purpose of deepening the quality and impact of such partnerships.

In order to be able to assess and improve partnership activities, it is important to provide candid responses to the questions. The responses you provide are confidential and will not be shared by Swearer Center as the Administrative home of the Carnegie Community Engagement Classification with the campus.

Many thanks for your response.

Sincerely,

Survey Questions

The survey will include the first page of this framework with the definition of community engagement.

As a community partner, to what extent do you agree or disagree with the following statements with regards to your collaboration with this institution? (1= Strongly disagree, 4=Strongly agree)

1. Community partners are recognized by the campus.
2. Community partners are asked about their perceptions of the institution's engagement with and impact on community.
3. My community voice is heard and I have a seat on the table in important conversations that impact my community.
4. The faculty and/or staff that our community partnership works with take specific actions to ensure mutuality and reciprocity in partnerships.
5. The campus collects and shares feedback and assessment findings regarding partnerships, reciprocity, and mutual benefit, both from community partners to the institution and from the institution to the community.
6. The partnership with this institution had a positive impact on my community
7. Describe the actions and strategies used by the campus to ensure mutuality and reciprocity in partnerships.
8. Please provide any additional information that you think will be important for understanding how the campus partnering with you has enacted reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes.

Please indicate whether you consent to having your responses used for research purposes by the Swearer Center as the Administrative home of the Carnegie Community Engagement Classification. For research purposes, all responses will be aggregated and no individual partner or campus information will be identified. If you have any questions, please contact us via email: carnegie@brown.edu

The button below "Add Partner" will prompt 14 questions related to the partnership. Please note that adding any partner's email will trigger the survey to send instantly. If you do not wish to send the survey to the partners at this time,

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

you can choose to add their email information before you submit the full application.

The purpose of this question is to illustrate the institution's depth and breadth of interactive partnerships that demonstrate reciprocity and mutual benefit. Examples should be representative of the range of forms and topical foci of partnerships across a sampling of disciplines and units.

Partner #1

Project/Collaboration Title	Oral Health Project, Community Partnership for Breastfeeding Promotion and Support: Creating System Change, Birth Outcomes in Jamaican Women, CBPR and Community Studios, Long-Acting Reversible Contraception (LARC) Initiative
Organization Name	Healthy Baby Network (HBN)
Point of Contact	Sherita Bullock
Email	sherita@health-baby.net
Phone	585-546-4930
Institutional Partner	Eastman Institute for Oral Health (EIOH); Department of Public Health Sciences; Center for Community Health and Prevention (CCHP); Hoekelman Center
Purpose of this collaboration	Healthy Baby Network is focused on providing a safe and healthy environment for babies through data, health planning, and creating social support for mothers, as well as community transformation. The collaborations with EIOH helped to improve oral health outcomes in pregnant women and young mothers by educating them (approx. 400 pregnant women); to increase dental visits by pregnant women, to develop an Oral Health Toolkit and Manual on Oral Health Care during Pregnancy as a pilot project for the NYSDOH and to educate 126 providers from several disciplines (Dentistry, OBGYN, Pediatrics, Nursing, Social Work, Health Educators) on the "Oral healthcare during pregnancy and early childhood" guidelines. An Oral Health Advisory Committee was established as a result of this partnership. Another project with EIOH is to establish a perinatal clinic in order to provide comprehensive dental care to pregnant women. Focus groups were conducted to better understand oral health care during pregnancy. The collaboration with the Department of Public Health Sciences was to promote breastfeeding among low income and minority women. A Regional Breastfeeding Council and Infant Health Safety Council was established with community partners including Healthy Baby network and was facilitated by HBN. The project on Birth Outcomes in Jamaican Women involved focus groups facilitated by HBN. The collaboration with Hoekelman Center is a community-level initiative to prevent unintended teen pregnancy. A team of expert physicians and health educators provide evidence-based education about the safety, effectiveness, and availability of no-cost, confidential LARC for young people in Rochester.
Length of Partnership	With EIOH since 2015; with public health sciences since 2013; with CCHP since 2016; with Hoekelman Center since 2018
Number of faculty involved	approximately 10
Number of staff involved	approximately 12
Number of students involved	approximately 8
Grant funding, if relevant	NY state Department of Health, US Health Resource and Services Administration, National Institute of Child Health and Human Development, Greater Rochester Health Foundation

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Impact on the institution	These programs/projects allow the institution to be involved with community-based work specifically providing evidenced-based education to adults and children including health professionals to improve outcomes in pregnant women, teens and young mothers. It provides a rich experience to the students, faculty and staff, and helps build partnerships in the community. It exposes our students and trainees to facing the challenges in different environments in the community and sensitizes them to these issues.
Impact on the community	There are significant disparities in health outcomes in the Rochester community, particularly among people of color and those who are poor. Healthy Baby Network has as its mission to strive to give every baby the opportunity to be born healthy by supporting vulnerable mothers and families. Through HBN and its partnership with the University, community members have access to the various resources in the University and can gain in-depth knowledge to help improve overall health including oral health among pregnant women, teens and young mothers. Health promotion including oral health, education and training may result in significant improved outcomes for pregnancy, early childhood, teens and adults—often leading to substantial reduction in health care disparities, as well as costs, in our community.

Partner #2

Project/Collaboration Title	High Blood Pressure Collaborative; CMMI Innovation Grant; Practice Transformation Grant; LIFT; Race, Gender and Contemporary Urban Placemaking; Health Impact Assessment; Community Health Improvement Workgroup; Engoal; HealthiKids; Renewing of the Mind
Organization Name	Common Ground Health
Point of Contact	Wade Norwood, CEO
Email	Wade.Norwood@commongroundhealth.org
Phone	585.224.3101
Institutional Partner	The Center for Community Health and Prevention, URStrong administration, Department of Psychiatry, Warner School for Education, ASE, Hoekleman Center, Department of Pediatrics, Department of Public Health Sciences, and Environmental Health Sciences

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Purpose of this collaboration	Common Ground Health is The "Region's health roundtable", Common Ground Health brings together leaders from health care, business, education and other sectors to find common ground on health challenges. Using the region's most comprehensive health data, they facilitate development of strategies for Rochester and the Finger Lakes that lead to better care, smarter spending and healthier people. The purpose of the collaboration varies depending on the particular partnered intervention, however most often Common Ground brings data and/or data analytics, and often shares a seat at the table on committees important to the Rochester community. The High Blood Pressure Collaborative was a community based intervention driven by the Greater Rochester Chamber of Commerce and supported by the clinical sites and managed by Common Ground Health. Common Ground managed a contract with Center for Community Health Heart Advocate program as part of the efforts to improve high blood pressure control in Monroe County. Several University of Rochester physicians provided data and technical advice to a community registry to identify trends in hypertensive patients in our region. Breastfeeding promotion is a Common Ground Health initiative as part of the HealthiKids policy group. Common Ground worked with the Public Health Science Department to analyze breastfeeding data and to encourage breastfeeding workforce policy at the University and elsewhere. Common Ground Health is involved in University of Rochester education efforts. They precept URMC prevention medicine residents, nursing students, community health medical students, and pediatric residents both at Common Ground and through Common Ground initiatives in the community at barber shops and churches. Staff from Common Ground health lecture to students on spiritual and cultural competence Common Ground Health was the fiduciary for our community's CMMI Grant. The Center for Medicare and Medicaid Innovations awarded several million dollars to Common Ground Health clinical practices transformation across the region. URMC received $10 million+ for its primary care clinics. Common Ground Health mentored primary care and specialty physicians in core competencies for continuous improvement. Common Ground Health worked on several projects with the Environmental health sciences team especially around lead poisoning and healthy homes. They collaborated on several initiatives and projects. Common Ground Health informs and supports these projects through data and policy research. UR Faculty brings expertise to CGH to support our efforts such as the Health Impact Assessment Process. During the Community Health Improvement planning process, Common Ground Health provides data and community knowledge to the workgroup comprised of hospital leadership and the health department. Together a community health needs assessment was conducted for the county.
Length of Partnership	10+ years
Number of faculty involved	Multiple >10
Number of staff involved	Multiple >20
Number of students involved	At least 15 students a year learn at Common Ground Health, and many more students hear lectures or classes from Common Ground Health staff.
Grant funding, if relevant	CGH receives state funds for Community Health Improvement Planning, CMMI grant provided $26 million to our community, $10+ million of which went to UR Clinics, funding for the Advocate program, etc.

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Impact on the institution	The institution is profoundly impacted by its relationship with Common Ground Health. Leadership at Common Ground Health have participated in many discussions involving the planning and implementation of some of the most significant interventions in our region. The High Blood Pressure Collaborative is a community driven initiative to increase high blood pressure control in our region. The hospitals have electronic medical record data for the patients with high blood pressure, but Common Ground Health created a registry where most of the hospitals and clinics in our region input data on their patients. Common Ground Health analyzes the data for the 150,000 patients in the registry and creates benchmarking reports for each of the clinics for quality improvement. In addition, Common Ground Health oversees the community initiatives to support high blood pressure control including educational classes at churches, and discussions at barber shops in Rochester. Another very significant impact of Common Ground Health on the institution is their convening community grounds including the African American Health Coalition and the Latino Health Coalition. Both groups are quite robust, meeting monthly to discuss health issues in our community for people of color particularly. Several researchers and educators throughout the University have attended these coalition meetings to discuss protocols or research questions with the groups, or to disseminate results. Most recently, the Coalitions developed the My Health Story survey tool assessing health behaviors and the influence of social determinants of health on outcomes in our region.
Impact on the community	Common Ground Health and in particularly its partnership with the University have led to significant impact on the community. Another vital role that Common Ground serves is as advocate, especially around issues of children through their HealthiKids coalition. HealthiKids has several members from the University on its policy team and implementation teams bringing knowledge, resources and evidence-based practices. Since its inception, HealthiKids has advocated for more physical activity in schools, better food in schools and neighborhoods, and safer, more accessible play areas and streets. Common Ground Health has done several Complete Streets Makeovers, creating street enhancements that could make neighborhoods roads more welcoming for non-vehicular traffic. Common Ground completed a Health Impact Assessment of a bike share program. The assessment was the outgrowth of an 18-month process involving community input, data analysis and a review of national best practices. The study was guided by a committee of representatives from multiple sectors including city, county and state government, the University of Rochester and Conkey Cruisers, a community biking program.

Partner #3

Project/Collaboration Title	University of Rochester Medical Center Douglass & East Health Centers, Division of community dentistry SMILEmobile, College prep center at Franklin campus, Rochester Youth Year Fellowship
Organization Name	Rochester City School District
Point of Contact	Erin Graupman
Email	Erin.Graupman@RCSDK12.org
Phone	585-262-8495
Institutional Partner	School of Nursing, Eastman Institute for Oral Health, Kearns Center for Leadership and Diversity, Rochester Center for Community Leadership, Center for Community Health and Prevention

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Purpose of this collaboration	School-Based Health Centers: Services include complete physical exams, health screenings, risk behavior screenings, care for acute and chronic illnesses, medications (dispensed on site and via prescription), mental health counseling, reproductive health, laboratory services, sexually transmitted disease and pregnancy testing and prevention, and health education and immunizations. SMILEmobile: Provide comprehensive dental care to children in the Rochester City Schools, including to decrease dental health disparities in the community by providing regular, accessible, affordable and convenient dental services to needy children. >Develop liaisons with community organizations to continue building awareness of the program and trust in its services. >Educate the importance of oral disease prevention among children, their families and the communities at large. >Decrease the amount of missed school hours by children due to dental problems. College Prep Center: The center work to empower all students at Vanguard at Franklin to realize their academic and career potential through preparation for successful college enrollment. Rochester Youth Year: Rochester Youth Year Fellows were placed at various locations in RCSD since 2012, including School #17, School #36, Rochester Early College International High School, Wilson Magnet School, and several at Central Office. The specific focus of each project varied, but the common theme was capacity-building to improve educational outcomes for students in the District. Projects included alumni engagement, community schools, reading by third grade, health and wellness, and volunteer management. Center for Community Health and Prevention partners with RCSD through the Teen Health and Success Partnership, which helps at risk youth in Rochester City schools graduate and achieve success through mentoring and job placement. Several students are participants in the Teen Health and Success partnerships and are employed throughout the University. The partnership has provided additional support such as a career job fair focusing on health professions.
Length of Partnership	SBHC: Since 1995; EIOH: since 2017; Rochester Youth Year: since 2012
Number of faculty involved	More than 30 annually
Number of staff involved	12
Number of students involved	More than 20
Grant funding, if relevant	Greater Rochester Health Foundation, US Department of Health and Human Services, AmeriCorps VISTA grant from the US Corporation for National and Community Service
Impact on the institution	The University has been able to build trusting relationships with students so that health care can be provided, improving the health of the community. The partnership has provided mentorship, career development, skills development and leadership for University students; it has provided further partnership connections for the University and other partner colleges.
Impact on the community	Students receive health services including mental, sexual and nutritional health to students. Students and low-income families are also provided comprehensive dental treatment/care. The SBHC centers play an essential role in improving school performance and attendance—helping students stay healthy, focused, and ready to learn. Students benefit from career prep workshops because they learn how to critically examine their current academic standing, related to planning for a future career. Rochester Youth Year Fellows recruited 905 community volunteers who contributed 6,595 hours of service to the District; They also generated over $200,000 in cash and in-kind resources for the District; developed partnerships with 205 other organizations.

Partner #4

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Project/Collaboration Title	EPO, CHAMPP, SmileMobile, Rochester Youth Year, Step to College, Project Read, School Based Health Clinic, Bridges Art Gallery, College Prep Center, Center for Urban Education Success - Research/Practice Partnership
Organization Name	EAST @ RCSD
Point of Contact	Lorna Washington
Email	lorna.washington@rcsdk12.org
Phone	585.654.3130
Institutional Partner	Warner School for Education, Psychiatry, Dept of Orthopedics, Eastman Oral Health, Rochester Center for Community Leadership, Kearn Center, Center for Urban Education Success, School of Nursing, Memorial Art Gallery, Center for Professional Development

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Purpose of this collaboration	East is in the process of becoming a community school, and the various partnerships with the University are helping to achieve that goal. Each of these collaboratives serves a specific function with the ultimate goal of providing mental, social-emotional and physical health services to scholars, parents and families at East. In different ways, they also contribute to the University's educational and clinical objectives. Since 2015, the University of Rochester has been designated the Educational Partnership Organization as the receiver for East High School due to dissatisfactory academic performance and attendance. Operating as a 6th through 12th grade public school, the EPO implemented numerous intiatives to improve the academic outcomes and culture and climate in the school, including family group, restorative practice, support room model, distributive leadership, curriculum design, common planning time, teacher leaders, community school model. Step2College is a two-week overnight college preparatory program that launched during the 2017-18 school year. It was created under the University's EPO partnership with East and aims to prepare Rochester students for admission to — and to persist in — two-year and four-year colleges. It provides a four-year, free residential college preparatory program to East scholars, who experience college first-hand on UR's River Campus. Rochester Youth Year: Full-year, full-time fellowship program for recent graduates; participants undertake capacity-building projects with not-for-profit organizations and municipal offices to increase their capacity to alleviate poverty for youth and families Since 2017, the SMILEmobile Program has been serving East High school students providing oral health education, prevention and comprehensive dental care. Plan is to have a standing clinic with 3 operatories on campus with ongoing dental care throughout the year. CHAMPP: A 12 week program of 22 high school athletes, including 12 students from East High School, at the Penfield YMCA. The CHAMPP afterschool program, which is led by the School of Medicine in the Department of Orthopedics (Sports Injury Prevention Mentoring Program) works with student athletes on strength, wellness, nutrition, and academic support. Furthermore, the goal of this initiative is to "improve health and athletic performance, and reduce injury risk," while enhancing academic outcomes. The long-term goal is that this initiative positively affects school attendance, reductions in dropout rates, reduced pregnancies and incarceration, improved GPAs, and higher potential for college admissions. College Prep Center: East students can work at the college prep center to receive support in academic advising, tutoring, career exploration, college search, etc. School Based Health Center: The School of Nursing provides free and comprehensive physical and mental health services at its School-Based Health Centers. Staffed and supported by NPs from UR SON, the center provides physical and mental health assessments, ongoing mental health therapy, medication management for behavioral health issues, diagnosis, treatment, and management of acute illnesses and injuries, management of chronic conditions, on-site laboratory services, health screening and education, population-based primary prevention services. Center for Urban Education Success: Researcher/Practitioner collaboration to research and disseminate best practices and findings from interventions and initiatives in urban schools and particularly at East High School. BRIDGES Art Gallery: East High School students partner with Department of Psychiatry to beautify the space in the Strong Memorial Hospital hallways and display student artists' work with the community.
Length of Partnership	4 years
Number of faculty involved	Minimum 16 faculty
Number of staff involved	Minimum 18 staff
Number of students involved	Minimum 23 students (mostly graduate students)
Grant funding, if relevant	East secured federal funds through the Community Schools Grant that allowed it to construct an on-site dental suite to support its scholars, parents and families by offering more intensive procedures than can be conducted during a SMILEmobile visit.

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Impact on the institution	The partnership between the East EPO and the University of Rochester has resulted in increased visibility for the University within a traditionally underserved community. It has also provided an opportunity for East EPO representatives to collaborate as thought partners through means such as the Community Advisory Council, and to provide insight and feedback to the decision-making processes within the University. Students, staff, and faculty directly engage and critically self-reflect on their positionality and learn with the students, families, and community members to be true collaborators and partners.
Impact on the community	In 2014–15, East suspended 2,468 students in-school and 1,045 out of school, with an average daily attendance rate of 77%; the graduate rate was 33%, and the dropout rate was 41%. By 2017–18 East saw 369 students suspended in school and 43 suspended out of school, with an average daily attendance rate of 90% for the middle school and 82% at the high school, a graduation rate of 61%, and a dropout rate of 23%.

Partner #5

Project/Collaboration Title	SHARE Alliance, Senior Health Alliance & Research, Geriatric Wellness Screen, Community Health Improvement Course (CHIC), The Senior Connection (TSC), HEAL (Healing Through Education, Advocacy and Law)
Organization Name	Lifespan of Greater Rochester, Inc
Point of Contact	Ann Marie Cook, President and CEO
Email	amcook@lifespan-roch.org.
Phone	585.244.8400
Institutional Partner	University of Rochester School of Medicine and Dentistry - Departments of Psychiatry, Public Health Sciences
Purpose of this collaboration	SHARE Alliance, Senior Health Alliance & Research: This collaborative partnership's goal was the development of practice models that integrate evidence-based mental health care into aging services programs. Geriatric Wellness Screen: This collaborative partnership's goal was to assist the Lifespan staff in developing a comprehensive assessment so we could assess the needs of community dwelling older adults. We worked with the University to identify evidenced-based tools for the comprehensive assessment. One of the tools is the PhQ-9. The University staff trained Lifespan staff and worked to ensure their comfort with the instrument and the follow-up measures, including suicide risk assessment and management. Community Health Improvement Course (CHIC): CHIC course gives an opportunity for fourth year medical students to conduct a project in a not-for-profit agency in the community. It allows the med students to spend a month in an agency, immersing themselves in the culture, work and client base of the organization and executing a project that might not otherwise get accomplished for the benefit of the agency. The Senior Connection (TSC): The Senior Connection partnership between UR Medicine, Department of Psychiatry, Centers for Disease Control, and Lifespan, to study the impact of volunteer companion services for adults 60+ who report to be a burden or lonely on a survey through primary care. The study was a randomized trial; individuals either received companion supports through Lifespan or care as usual without a companion support. HEAL (Healing Through Education, Advocacy and Law): HEAL is a collective endeavor of the University of Rochester Medical Center and partner social service and legal providers, including Lifespan. The collaborative provides comprehensive services including remote filing of orders of protection for victims of intimate partner violence.
Length of Partnership	16 years
Number of faculty involved	8

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Number of staff involved	7
Number of students involved	5-10
Grant funding, if relevant	National Institute of Mental Health (NIMH R24071604: IP-RISP – The Senior Health and Research Alliance. 5/4/06-4/30/13)
Impact on the institution	SHARE Alliance, Senior Health Alliance & Research: SHARE served as a basis for development of important academic initiatives that included subsequent extramurally funded research grants. As well, the solid relationships built by participation in the SHARE Alliance contributed to other collaborations in clinical care delivery and education. These include: participation by Lifespan staff in the University's Memory Care Program; providing social work support to older adults with Alzheimers Disease and related dementias and their caregivers; contributions as experts in community-based services and supports to the UR-based Tele-ECHO clinics; and a mentoring program for providers in primary care and long-term care settings in management of older adults with complex medical and psychiatric comorbidities across NY State. Geriatric Wellness Screen: Standardization of Lifespan's client assessments facilitated subsequent research designed to understand the extent and characteristics of mental health needs of aging services network clients, and on that basis to develop and study interventions suitable for that setting. The project helped advance community-based aging services. At the same time, Lifespan began to use an electronic social work record. Initially, they used it to track data for the agency and help the University analyze data for the SHARE projects. Lifespan's electronic record allowed the ability to integrate with health care providers, positioning Lifespan much farther ahead than most community-based aging services. Community Health Improvement Course (CHIC): The CHIC program has allowed Lifespan to complete projects such as evaluations of the long-term impact of program services in clients that would not have been done otherwise because of lack of staff time and expertise to create an evaluation model and carry out the project. The CHIC program has also given medical students an orientation to the types of services available to their future patients in the community to address "social determinants of health." The Senior Connection (TSC): This study was very successful and resulted in a follow up grant award from the National Institute on Aging to study the health benefits to older adults who volunteer their time to others. The program connected volunteers with older adults who may be experiencing loneliness, isolation and depression. The research study measured the effectiveness of these companionships and degree to which they are helpful in enhancing the lives of older adults in the community. The final data analysis indicated there was a reduction in depression through the PHQ-9 assessment and anxiety using the GAD-7, when comparing to the companion group with care as usual. Social connections made a clear positive difference! HEAL (Healing Through Education, Advocacy and Law): The HEAL program allows Lifespan clients, in particular those who are active with the Upstate Elder Abuse Center, to petition for Orders of Protection, remotely, ex parte, from the safety of a medical facility. Lifespan has been able to refer elder abuse victims who wish to use the service to the HEAL program as part of a safety plan developed with the client.

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Impact on the community	Immeasurable. Lifespan's work with the University changed the way to provide care management. The University's expertise, training and ability to appreciate Lifespan's community-based work, helped re-think how to deliver care management. These projects provided Lifespan with data and other information about its programs that can be used as evidence of effectiveness when seeking funding for program continuance and sustainability. Lifespan believes the program helps to turn out doctors with a better awareness of the social services available to their patients and better appreciation of the role of agencies like ours in maintaining the health and quality of life of their patients. Here are just a few other projects that were developed as a result of the SHARE partnership: SHARE was involved in the development of the PATHS program, a mental health outreach program providing brief in-home treatment to older adults in Monroe County suffering from depression or anxiety; and the PEARLS program, an evidence-based psychosocial intervention for depression in later life. Both interventions are delivered by Lifespan staff members. SHARE Alliance members are also involved in a NIA-funded project which developed and validated a standardized instrument for screening for elder abuse in geriatric care management cases.

Partner #6

Project/Collaboration Title	Urban Crime and Justice: A Community-Engaged Course Family Court Child Care Center HEAL Collaborative
Organization Name	New York 7th Judicial District
Point of Contact	Judge Craig Doran
Email	cdoran@nycourts.gov
Phone	585-371-3279
Institutional Partner	The College, Eastman Institute for Oral Health, Department of Psychiatry, Hoekelman Center, Center for Community Health and Prevention
Purpose of this collaboration	Experiential and community-engaged learning for University undergraduates provides support for operations of 7th judicial district. The collaboration around the Child Care Center provides holistic support for children in the Family Court's daycare center, including access to health care services and screening for oral health care.
Length of Partnership	4 years
Number of faculty involved	8
Number of staff involved	3
Number of students involved	30 per year
Grant funding, if relevant	None
Impact on the institution	The partnership provides educational opportunity for undergrads on current policy issues in urban criminal justice policy, and exposure of undergrads to work experiences in the criminal justice system. It also facilitates connections between participating faculty and local criminal and civil justice leaders. These relationships are vital to the University's academic success, particularly given its strategic focus on the decarceration initiative. The collaboration around the Family Court Child Care Center has provided access to families in crisis to deliver health care services and to devise innovative solutions to meet community needs.

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Impact on the community	The partnerships have provided staff support to courts and court support programs of the 7th judicial district (via undergraduate placements in court system as part of course). They also have provided health care services and evidence-based, strategic guidance for the operations of the Child Care services provided by the Court.

Partner #7

Project/Collaboration Title	Memory Care Clinic, Project ECHO, Meet Me at MAG, Community Health improvement Projects
Organization Name	Alzheimer's Association
Point of Contact	Toni Sexton
Email	tsexton@alz.org
Phone	585.760.5400
Institutional Partner	Medical Center (URMC), including Eastman Institute for Oral Health; Memorial Art Gallery (MAG)
Purpose of this collaboration	Multiple partnerships with the University's Medical Center including Memory Care Clinic, School of Dentistry; co-sponsor annual clinicians conference; multiple community health research projects, including two Project ECHO projects with URMC physicians (ECHO—Extension for Community Healthcare Outcomes—a telehealth project), and caregiver healthcare issues. The purpose: Research, including medical and psycho/social engagement for persons with dementias and caregivers. Meet Me at MAG: Programs held monthly, often multiple times a month, for persons with dementias and the care partners to visit the art museum for social engagement around the exhibitions and collections. The purpose: Psycho/social engagement for persons with dementias and their caregivers.
Length of Partnership	decades
Number of faculty involved	multiple
Number of staff involved	2 actively involved; 8 specially trained volunteer docents
Number of students involved	2-4 annually
Grant funding, if relevant	URMC: Jointly applied and awarded funding from multiple governmental sources, including NIH, HRSA. MAG: MAG and Alzheimer's Association had a common donor that supported both the Association and Meet Me at MAG; Alzheimer's Association now picking up fun
Impact on the institution	URMC: Length and depth of partnership between URMC and Alzheimer's Association has resulted in Rochester/Finger Lakes Chapter being among the nation's leaders in terms of research and community service. MAG: Meet Me at MAG anchors the museum's community wellness and accessibility initiatives.
Impact on the community	URMC: Length and depth of partnership between URMC and Alzheimer's Association has resulted in Rochester/Finger Lakes Chapter being among the nation's leaders in terms of research and community service. MAG: Meet Me at MAG anchors the museum's community wellness and accessibility initiatives.

Partner #8

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Project/Collaboration Title	Sankofa Communiversity; Freedom Market Research Project; Project LEAP; EAST-Freedom Connection; Beechwood Community Engagement Report
Organization Name	Northeast Area Development, Inc./Freedom School
Point of Contact	George Moses, Executive Director
Email	gmoses@neadrochester.org
Phone	585-482-7320
Institutional Partner	Warner School of Education & Human Development
Purpose of this collaboration	Family well-being; community economic development; community engagement; education & learning; engaging older adults as co-researchers and co-activists.
Length of Partnership	12 years
Number of faculty involved	5
Number of staff involved	1
Number of students involved	More than 100, both graduate students and undergraduates
Grant funding, if relevant	21st Century Community Learning Center Grant; Greater Rochester Health Foundation Community Grant; University of Rochester Medical Center Clinical and Translational Science Institute Community-Based Participatory Research Pipeline-to-Pilot Awards
Impact on the institution	Sharing the value of community partnerships; modeling CBPR research practices as co-researchers; co-implementers, co-authors and co-activists.
Impact on the community	Intentionally creating spaces for diverse voices and crossing boundaries between university and community; supporting authentic engagement of community researchers and scholars in meaningful research to inform practices in their community.

Partner #9

Project/Collaboration Title	Foodlink-University Partnership
Organization Name	Foodlink, Inc.
Point of Contact	jtedesco@foodlinkny.org
Email	jtedesco@foodlinkny.org
Phone	585.328.3380
Institutional Partner	Eastman School of Music, Environmental Health Sciences, Dining Services, Hoekelman Center, Horizons at Warner, RCCL, CCHP, Med Center,

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Purpose of this collaboration	Foodlink is a well-established, longstanding community institution with a wide range of programs aimed at ending hunger in our region. As such, Foodlink initiatives provide an opportunity for students and researchers to learn about and contribute to their service programs, operations, and policy initiatives at many levels. Community Health Improvement Clerkship (CHIC): Every year, several fourth-year medical students spend a month conducting research and working with Foodlink to support their services and initiatives. Community Health researchers: URMC researchers periodically obtain external grant funding to conduct community based research on nutrition, obesity, and health with Foodlink. Eastman School of Music: Regularly organizes/sponsors concerts as fundraisers for Foodlink. Environmental Health Sciences Center Community Engagement Core (EHSC CEC): Wide range of interactions related to environmental justice, local food systems, and social determinants of health. Foodlink hosts fieldtrips for undergraduate classes, interns, gives guest lectures, and supervises applied research projects; partners on outreach and policy initiatives. Dining Services: Longstanding interactions include Foodlink being a supplier of local foods, providing composting services, and establishing the Food Recovery Network. UR continues to purchase sliced apples produced by Foodlink and has mutually beneficial staff interactions (UR staff involved in Foodlink's Kitchen Advisory Committee and establishment of chef's training program). Hoekelman Center: Throughout the academic year, groups of medical interns (from Pediatrics, Medicine, Family Practice) and medical students visit Foodlink to learn about the services the organization offers. Horizons at Warner: For nine years Horizons has partnered with Foodlink to serve delicious, nutritious meals to 150 Rochester City School District K-8 students, taking part in this six-week summer-learning program. Each day Foodlink provides each Horizons at Warner student with lunch and two snacks. Horizons at Warner students are transported to and from the program from the Thomas P. Ryan recreational center. Foodlink provides breakfast and dinner at the rec center daily before and after the Horizons at Warner program. Rochester Center for Community Leadership: Urban Fellows have undertaken projects with Foodlink both for their curbside markets and summer food sites; they also partner in providing Foodlink with Americorps and VISTA volunteers. Undergraduate guest lectures, interns, research projects, and field trips: Students from various departments intern or conduct applied research projects to support Foodlink initiatives including the Curbside Market, summer food program, and nutrition education. Every year, 2-4 community-engaged classes visit Foodlink to learn about their mission, operations, and issues related to the class. Foodlink staff regularly lecture in UR courses (undergrad, Simon, SMD) Volunteers: Many UR groups (fraternities, clubs, departments, etc.) organize volunteer opportunities at Foodlink and supporting Foodlink programs through donated time of staff, students, and faculty. As the primary food bank in the greater Rochester region, Foodlink is a vital organization to address food insecurity in the region, including in the City of Rochester. University partnerships with Foodlink have allowed students and faculty to gain insight into the issues surrounding food insecurity in the region, and to contribute to Foodlink's innovative programs and organizational culture. With certain University collaborators, Foodlink has been a trusted partner to provide food for University-sponsored outreach programs for low-income residents. Foodlink has also been instrumental in teaching students about the food environment in Rochester. For the past seven years, approximately ten medical students have spent a month doing community service and community health improvement with Foodlink's Mobile Market, that drives through the city each day providing fresh fruits and vegetables who have limited access to produce. Leaders at Foodlink have provided numerous tours of the food warehouse and multiple lectures around food insecurity and food policy.
Length of Partnership	Over 20 years
Number of faculty involved	10+
Number of staff involved	10+

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Number of students involved	75-100 per year
Grant funding, if relevant	Several projects have grant funding, there is not regular project-specific grant funding for most of these partnerships
Impact on the institution	The University has a wide range of interactions, partnerships, and engagement with Foodlink, which provides numerous opportunities for members of all divisions of the University to interact with community members, learn about issues of food systems, contribute to local problem-solving, and conduct community-based research.
Impact on the community	Foodlink staff contribute over 150 hours per year to interactions with the University. These varied interactions support Foodlink, by providing volunteers, which inform program development, implementation, and evaluation; and contributing to policy analysis.

Partner #10

Project/Collaboration Title	UR Well Medical Clinic at St. Luke's Tabernacle
Organization Name	St. Luke's Tabernacle
Point of Contact	Pastor James Evans
Email	pastorjhejr@gmail.com
Phone	585.271.2870
Institutional Partner	University of Rochester School of Medicine and Dentistry, Psychiatry
Purpose of this collaboration	UR Well provides health care services to uninsured and under-served adults, including: >Screening services for disorders such as hypertension and diabetes. >Ongoing care for chronic conditions. >Physical exams. >Referrals. >Health education and preventative medicine. >Social evaluations to determine patient eligibility for programs like Medicaid.
Length of Partnership	5 years
Number of faculty involved	15-20 annually
Number of staff involved	3 annually
Number of students involved	80 annually
Grant funding, if relevant	Internal grant funding was provided by the Rochester Center for Community Leadership to support Dr. Evans' residency at the University in 2016-2017 academic year.
Impact on the institution	UR Well is an opportunity for medical students to give back to the community by providing free health care under the preceptorship of licensed attendings. Students and faculty have gained access to marginalized community members to inform their scholarship and understanding of the social determinants of health.

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Impact on the community	The overarching mission is to provide free high-quality preventative and health maintenance services to uninsured and under-served families and individuals in an effort to foster the health of the community of Rochester, while promoting the spirit of education, social justice, and collaboration. The University opened its third UR Well health clinic in September 2014 at the St. Luke Tabernacle Community Church. The clinic is committed to providing free health care services for adults who lack health insurance. The site focuses on offering care for acute illnesses, urgent care, routine physical examinations, health screenings, referrals to other free health care services, and assistance for English and Spanish speakers who want to sign up for health insurance.

Partner #11

Project/Collaboration Title	Refugees Helping Refugees-University Partnerships
Organization Name	Refugees Helping Refugees (RHR)
Point of Contact	Pia Møller
Email	rhr@rhrroc.org
Phone	585-563-7747
Institutional Partner	Rochester Center for Community Leadership; the College; Hoekelman Center; Center for Community Health and Prevention
Purpose of this collaboration	Through the Rochester Center for Community Leadership (RCCL), Students have undertaken projects to support Refugees Helping Refugees through the Rochester Urban Fellows program. RCCL has also organized lectures for RHR staff to share their work with the University community. In addition, several faculty teaching community-engaged courses have worked with RHR to support their mission. One example is Heather Layton, senior lecturer in studio arts, whose painting class developed a visuals-based book, "Painting for Health," that could be used to overcome language barriers in refugees' access to health care. Undergraduate student organizations such as Refugee Student Alliance coordinate off-campus tutoring for adults and on-campus tutoring sessions for middle school and high school students. The Hoekelman Center has partnered with RHR as one of the sites for the CARE track, which helps to inform residents and medical students about key organizations in the community. The Center for Community Health and Prevention has partnered with Refugees Helping Refugees as one of the project sites for the Community Health Improvement Course. In addition, a healthy living program was implemented there called Family, Food and Fun, in partnership with Foodlink, the Greater Rochester Health Foundation and Rochester Housing Authority. This is a 16-week, community-based group program intended for families living in public housing communities with children ages 2 to 16. Each session promotes increased physical activity and healthy eating as a way to prevent or manage conditions such as high blood pressure and diabetes.
Length of Partnership	Continuous interactions in the four years since RHR was reincorporated (previously, the organization was known as The Somali Community in Western NY); some partnerships began prior to that
Number of faculty involved	2
Number of staff involved	approximately 10
Number of students involved	approximately 30 per year

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

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Grant funding, if relevant	None
Impact on the institution	The University has a range of interactions with RHR, which provides numerous opportunities for members of all areas of the University to interact with the refugee community, learn about their challenges, contribute to local problem-solving, and conduct community-based research. These interactions increase exposure to cultural and socioeconomic diversity for students and faculty, and inform and inspire their scholarly work.
Impact on the community	Statistics show that, for refugee adults, the first years after arriving to the United States are a time of great difficulty in terms of finding affordable housing and suitable employment. RHR is a provider of continued integration services specifically targeting the newly arrived refugee and immigrant population. The University's many touch points with RHR help bolster the organization's holistic approach to supporting the refugee community, with services geared towards the complex, often complicated and interrelated needs of refugees. Health literacy of RHR's community is improved – CHIC students have helped educate students about health issues ranging from back aches and common colds to senior health challenges. CHIC students also help break down the barrier that exists between refugees and medical providers. RHR is better-positioned to serve the community because of the data that CHIC students provide. One of RHR's goals as an organization providing health literacy, is to contribute to a shift in the community towards preventative healthcare. This is a long-term goal, and not one we can easily measure, but we believe that CHIC students' work contributes to that shift.

Partner #12

Project/Collaboration Title	MundoComm
Organization Name	MundoComm
Point of Contact	Esteban Avendano
Email	eavendan@hotmail.com
Phone	585.275.1464
Institutional Partner	University of Rochester Medical Center

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

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Purpose of this collaboration	The overall purpose is to train community-based intervention teams to create technology-assisted interventions addressing local maternal and child health issues. Teams from Dominican Republic, Costa Rica, Honduras, Mexico, Nicaragua, and Panama work together on this collaboration. The University's joint team of investigators in the US and Costa Rica invited community-based teams from participating countries to apply to participate in MundoComm. Teams consisted of 4 interdisciplinary members who met the following criteria: represented a local geographic area of high need regarding maternal health (e.g., a hospital, community-based organization, community health center), a doctorally-trained clinician researcher who provides direct health care services to the target community, a public health or program development worker, a technical person (e.g., computer/IT support, epidemiology), one at-large member related to the focus of the intended project. The team identified an area of need in maternal health in their community for which they proposed developing a prototype Information Community Technology intervention/product through Mundocomm. Selected teams participated in a series of monthly on-line modules with assignments and two one-week in-person interactive training sessions in Costa Rica, led by a joint team from the US, Costa Rica, and the Dominican Republic. Each team was assigned a mentor. Teams also participated in a final symposium at the end of the grant period. Teams from Costa Rica, the Dominican Republic, and Honduras also worked with the US team to administer community-based surveys to inform future work. Examples of MundoComm projects include using text messaging to address adolescent pregnancy, postpartum referral/follow-up using mobile apps and electronic medical record alerts, and partnering with midwives and health workers to address pregnancy care for indigenous population members using mobile and web-based technologies.
Length of Partnership	4 years
Number of faculty involved	3 from University of Rochester Medical Center, two from Dominican Republic, 2 from Costa Rica
Number of staff involved	6-10
Number of students involved	4-6
Grant funding, if relevant	NIH Fogarty International Center
Impact on the institution	The project has presented an excellent opportunity to develop global collaborations; create and test new protocols; and use evaluation and outcome data to address challenges in delivering maternal and child health services. Ultimately, MundoComm hopes to create a globally-networked, hybrid approach to public health capacity training for maternal health professionals in low- and middle-income countries. The learning and direct service opportunities that affords our faculty, staff and students, are incalculable.
Impact on the community	This research aims to understand multilevel household and community factors affecting maternal health and how they could be impacted by community-oriented technology changes. The community benefits, not only by the potential outcomes of the research, but also through increased access to resources for interventionists working in maternal and child health, along with improved skills in information communication technology.

Partner #13

Project/Collaboration Title	Gateways Music Festival
Organization Name	Gateways Music Festival

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

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Point of Contact	Lee Koonce, President and Artistic Director
Email	lkoonce@gatewaysmusicfestival.org
Phone	585-232-6106
Institutional Partner	Eastman School of Music
Purpose of this collaboration	To connect and support professional classical musicians of African descent and enlighten and inspire communities through the power of performance.
Length of Partnership	25 years
Number of faculty involved	5-10 annually
Number of staff involved	10-20 annually
Number of students involved	20
Grant funding, if relevant	$300,000 grant from the Andrew W. Mellon Foundation
Impact on the institution	The first tenet of Eastman's mission statement is "to create a musical community that is rich with cultural, social, and intellectual diversity." Gateways presence on campus and partnership greatly contribute to reaching this goal.
Impact on the community	Eastman's location is uniquely conducive to sharing our love of classical music with everyone, especially with people of African descent, many of whom are unaware of or have forgotten the African-American community's rich classical music heritage and legacy. Through this and other programs and initiatives, the Eastman School supports efforts to increase the participation by people of African descent in classical in our neighborhoods and communities.

Partner #14

Project/Collaboration Title	RocMusic Russian Friendship Concert Horizons at Warner Rochester Youth Year (Kiva Rochester & Community Wealth Building)
Organization Name	City of Rochester
Point of Contact	Dorraine Kirkmire
Email	Dorraine.Kirkmire@CityofRochester.Gov
Phone	585.428.5990
Institutional Partner	Eastman School of Music, Eastman Community Music School, Environmental Health, Horizons at Warner

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Purpose of this collaboration	ROCmusic is an El Sistema-inspired after-school and summer musical education program in Rochester, NY, that provides tuition-free classical music and instrument instruction to urban youth in the neighborhoods in which they live. The cost of instruments, materials, lessons, field trips, and more are all covered under a full scholarship for each student in the program. We are an innovative arts-outreach program that engages children and their families in the experience of making and appreciating classical music. The program is designed to instill a love of learning, responsibility, respect, and academic success, ultimately positively affecting social change in our students and the communities surrounding them. Russian Friendship Concert: Each January since 2005, Eastman Community School of Music students and faculty members have promoted the sister-city relationship between Rochester and Velikiy Novgorod, Russia, by presenting a recital of music by Russian composers. These concerts are presented in cooperation with Linkages of Rochester, the mission of which is to increase the understanding of the people, politics, and culture of Russia, with a focus on people-to-people relations with the citizens of Rochester's Sister City, Velikiy Novgorod, Russia. Horizons at Warner is an academic and enrichment, six-week program annually during the summer months, for 50 Rochester City School District students, grades K-8. Rochester Youth Year recruits recent graduates of Rochester-area colleges to build the capacity of local organizations to alleviate poverty for youth and families. This partnership aims to build the capacity of the City with two projects in the Office of Innovation: Kiva Rochester and Community Wealth Building. AmeriCorps VISTA members serving with Rochester Youth Year are carrying out indirect service to implement these two strategic, anti-poverty initiatives. The community wealth-building initiative is dedicated to developing accessible entrepreneurial and business services to all members of the Rochester community, while Kiva Rochester assists small business owners in receiving 0% interest, crowd-funded loans. Environmental sciences has a great partnership. Rochester has an extremely strong lead paint policy that is a collaborative effort between researchers at the university and the City. The City has also worked with environmental sciences to create a database of unsafe houses in Rochester.
Length of Partnership	15 years
Number of faculty involved	

E.2.2. Does the institution or departments take specific actions to ensure mutuality and reciprocity in partnerships?

Yes

E.2.2.1. Describe the actions and strategies for ensuring mutuality and reciprocity in partnerships:

The purpose of this question is to determine if the institution is taking specific actions to ensure attention to reciprocity and mutual benefit in partnership activities. Do not provide project examples here. Please describe specific institutional strategies for initiating, sustaining, and enhancing interaction within partnerships that promote mutuality and reciprocity in those partnerships. Examples could include the development of principles that inform the development and operation of partnerships, professional development activities, recognition or review protocols, reporting or evaluation strategies, etc.

At an institution-wide level, the University's Office of Government and Community Relations and its director of community relations, Colleen McCarthy, ensures representation from the University for key community meetings, including of the Rochester City Council, the Rochester City School Board, various neighborhood associations and surrounding towns, as well as for strategic initiatives and collective action projects. The Government and Community Relations office also ensures the University's representation on advisory or directorial boards for key community partner organizations. The purpose of such representation is both to represent the University's interests to these organizations and the community more broadly, as well as to be attentive to community voice and needs, and to communicate that information with others at the University.

The Community Advisory Council convened by the Center for Community Health and Prevention has listed key principles for a partnership to be recognized (and certified) as community engaged. These criteria include reciprocity and mutual-benefit. In addition, many departments in the School of Medicine and Dentistry have instituted patient and family-member

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

advisory councils that weigh in around all key mission areas, and provide direction to ensure mutual benefit and reciprocity. In addition, the University ensures community participation in its research subject review boards, and conducts biannual community-based participatory research training with community-academic partners.

With the University's educational partnership relationship with East Upper and Lower Schools, the University has had a key presence in the community by joining local organizations, sitting on boards, and being a part of planning. The active community involvement is a strategic part of the East EPO partnership.

As the community's art museum, the University's Memorial Art Gallery is governed by a Board of Managers, whose members, in addition to representation from University faculty and administration, are drawn primarily from Rochester's business, cultural, and educational communities. In 2017-2018, there were 70 Active and Honorary Board members.

Mutuality and reciprocity are expectations of partnerships in Rochester. The community is small and closely-knit. Community partners are considered equal partners with considerable expertise and resources to share. The University assures multiple touch points with community members through advisory boards, committees, and through shared projects so that it can listen to community member input about its partnerships.

E.2.3. Are there mechanisms to systematically collect and share feedback and assessment findings regarding partnerships, reciprocity, and mutual benefit, both from community partners to the institution and from the institution to the community?
Yes

E.2.3.1. Describe the mechanisms and how the data have been used to improve reciprocity and mutual benefit:
Individual departments and schools have developed excellent protocols for cultivating and maintaining reciprocal partnerships that can serve as examples that can be replicated in other departments or institution-wide. For example, the Beechwood Community Partnership maintained by Professor Joyce Duckles in the Warner School is grounded in trusting relationships developed through weekly team meetings. All initiatives are developed through the team and must meet the goals of the community. Team meetings are also recorded as part of the data collection, and allow partners to work through cycles of planning, data collection, analysis, implementation, writing, and planning again. Students are required to commit at least two semesters to provide time for developing relationships and trust. All members of this partnership attend weekly team meetings in which University and community partners plan, conduct analysis, and write together.

The Rochester Center for Community Leadership (RCCL) devised and implemented a survey in 2017 to collect feedback from community partners about their experience of partnership with the department through its various programs. RCCL plans to replicate the survey biennially. RCCL also routinely administers surveys to collect feedback from community partners for specific programs. In addition, it has developed standard memoranda of understanding for its most intensive programs, which outline expected roles in the partnership for both the community partner and the University. RCCL has developed robust procedures for conducting site visits in which staff systematically ask questions of both community partner preceptors and engaged students. Site visits are conducted once or twice annually, depending on the duration of the program or partnership. The site visit protocol not only allows community partners to share feedback about any benefits or detriments realized through the partnership, but also for University staff to share feedback with the community partner about the benefits or shortcomings of the partnership for involved students, faculty and the University more broadly.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

IV. Reflection and Additional Information

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

The process of pursuing this first-time application began in a strategic planning discussion convened by the previous president in the fall of 2017. In the spring of 2018, key faculty members and administrators formulated a case statement for pursuing the classification and submitted it to President Feldman (who in 2006 led the effort to complete the University's only prior application for the classification). He agreed to support the effort, and appointed as co-chairs Glenn Cerosaletti, assistant dean of students and director of the Rochester Center for Community Leadership, and Theresa Green, PhD, MS, MBA, professor of public health sciences and director of community health policy and education at the Center for Community Health and Prevention. To support the co-chairs, President Feldman assigned Colleen McCarthy, director of community relations in the Office of Government and Community Relations. From the outset, all involved agreed that the aim was not just to attempt to gain recognition, but to engage in a process of formative self-assessment of community engagement with reference to best practices in the field, which had the potential to inform the University's community engagement in the future. President Feldman announced the effort to his cabinet and had the co-chairs present to the University Management Team in September.

The leadership team met 2-3 times each month to plan efforts. They identified faculty and staff from across the University's six colleges as well as affiliated entities and central administration to serve in a working group that first met in July 2018, and continued meeting monthly thereafter. The group included the vice-provost for administration, who oversees the University's assessment and accreditation processes, and she set up the classification framework in the assessment management platform the University uses; all documentation was compiled there for future reference. The co-chairs assigned group members to compile information for particular questions according to their expertise, and also organized the group by administrative unit to compile information for questions that required input from across the University. In December, the University co-sponsored a workshop on the Carnegie classification in Albany, NY, led by Dr. Matthew Johnson and Georgina Manok, and the co-chairs attended the workshop to further inform their efforts. In January, they re-organized the working group by functional categories aligned with the application: data collection and assessment, systems and central coordination, faculty and curricular engagement, students and co-curricular engagement, and community partnerships. These sub-groups collected further information for the application and began drafting recommendations to be submitted to senior leadership.

In spring, 2019, Theresa Green engaged a medical student in the Community Health Improvement Course to assist with the application. Glenn Cerosaletti shared information about the process with the Students Association Senate and other student leaders. Theresa Green shared information about the process to the board of the University's Medical Center and the CAC. The working group hosted a community partner forum to share information about the process and solicit input to inform the application and future efforts; it was attended by representatives from 30 organizations.

(Optional) Use this space to elaborate on any question(s) for which you need more space. Please

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

specify the corresponding section and item number(s).

There was not enough space in Section E. Outreach and Partnership, EI. Outreach, to discuss the community engaged partnership approach evident in the National Center for Deaf Health Research (NCDHR). The NCDHR is funded by the Centers for Disease Control and Prevention through the Prevention Research Centers Program (The Rochester Prevention Research Center RPRC). RPRC-NCDHR is the only research center in the world that works with Deaf sign language users and people with hearing loss to promote health and prevent disease using community based participatory research.

The RPRD-NCDHR works with populations of Deaf American Sign Language (ASL) users and people with acquired hearing loss, two distinct populations that have in common the experience of being overlooked, excluded and underserved by healthcare, health research and public health programs. Historically, most health research programs that include Deaf people and people with acquired hearing loss have focused on hearing acuity, so the knowledge base related to basic health indicators is lacking.

Of NCDHR's eight core staff, seven are Deaf. NCDHR also employs temporary part-time staff for time-limited projects (all are Deaf or have hearing loss), and more than 40 occasional staff for roles in translation, filming and other jobs (all are Deaf or have hearing loss). The Center is committed to community engagement, as the researchers are often of the population they are studying. There are several active projects within the NCDHR including

DEAF HEALTH SURVEY: Accessible public health surveillance data collection tool that uses RPRC/NCDHR custom software to present survey items in sign language via video. RPRC/NCDHR shared survey findings with deaf community members, and collaboratively identified community strengths and health research priorities. The initial Rochester Deaf Health Survey (2008) is the first time a deaf community has used its own data to inform community health priorities.

DEAF HIV TESTING VIDEO LINE: Establish and evaluate a pilot program to connect NYS Deaf ASL-users seeking HIV testing with pre- and post-test counseling in ASL. Raise awareness with NYS Deaf communities regarding accessible information, testing, and

DEAF WEIGHT WISE: A healthy lifestyle intervention, based on the Diabetes Prevention Program, adapted for use with Deaf sign language users and evaluated with a randomized clinical trial.

The RPRD-NCDHR has been involved with education efforts, teaching sign language and lecturing. Several leaders recently delivered an exceptional Public Health Grand Rounds on Community Engaged Research. In addition, the center leads "DEAF STRONG HOSPITAL": An experiential educational activity in which deaf community members role-play healthcare system personnel, and medical students are assigned symptoms and must navigate a healthcare system in which the primary language is American Sign Language.

Dr. Steven Barnett, MD is the Director of the Rochester Prevention Research Center: National Center for Deaf Health Research, and is the Program Director at UR for the NIH-funded Rochester Bridges to the Doctorate program. He has multiple publications on community engagement, particularly focusing on the deaf populations, including: Barnett S, Klein JD, et al. 'Community participatory research with

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

deaf sign language users to identify health inequities.' AJPH 2011; 101:2235-8. PMC3222424.

(Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space.
The application requested a substantial amount of information, and it prompted the University to examine several aspects of community engagement that it had not yet considered. The process of self-reflection and formative evaluation was educational and thorough.

As a large academic system with multiple diverse schools including a medical school and a hospital, it was at times difficult to define "institution-wide" policies and programs. It seems use of the Carnegie application may have outgrown the tool, which at times seems more appropriate for a single campus, undergraduate institution. Given the University's size and its academic medical center designation, information about community benefits (incorporating the Community Health Needs Assessment and Improvement planning) from the hospital, or residency projects and learning (incorporating the CLEAR competencies), or ways in which the clinical capacity of the University's medical center is shared with the community would have been appropriate.

There were no questions in the application that specifically requested information about sustainability, which has been a focus at the University for some years. The University has a sustainability vision statement that discusses operational stewardship in the following way: "We are committed to sustainable operating practices through the responsible management of building design, construction, and renovation, landscape practices, energy use, water and waste management, emissions, transportation, and procurement, within a framework of regulatory compliance and fiscal prudence." The sustainability vision statement also encompasses community responsibility: "As a major educator, employer, and health care provider in upstate New York, the University of Rochester has a special responsibility to promote sustainability in its research, curricular, clinical, and outreach efforts. We will be a leader and collaborator in supporting an environmentally healthy community." These statements indicate the University's intention and commitment to conduct its business operations in ways that are sensitive to environmental justice and community impact.

***PLEASE NOTE: In preparing the submit the finalized application, we found that two of the community partners we entered were not appearing on the .pdf copy of the application that we downloaded. The missing partners are the City of Rochester and the County of Monroe

(Optional) Please provide any suggestions or comments you may have on the application process for the 2020 Elective Community Engagement Classification.
The University of Rochester is grateful to be able to utilize the classification as a means of formative self-assessment to inform and advance its community engagement efforts.

The questions on social entrepreneurship (Section 3-B-1 and Section 3-D-7) seem redundant. Happily, the University has enough activity in this realm to report information in both sections.

The framework and terminology used throughout the application risks reinforcing a dichotomy between campus and community. One of the University's community partners pointed this out during the process: post-secondary institutions need to recognize how they are intertwined with the

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by University of Rochester on 6/21/2018. Last modified on 4/15/2019.

community. As an anchor institution that is by far the largest employer in the region, the University of Rochester doesn't just need to engage with the community beyond campus; in certain ways, it is the community. Its operational practices around hiring and employment play a key role in determining outcomes for the community. Obviously, this is addressed in the current framework, specifically in section 2.E.6. However, there may be benefit in expanding the classification to encompass other operational dimensions of post-secondary institutions, such as transportation planning, sustainability, property acquisition and management, investments, and other aspects of community relations. While these are not directly related to the academic mission, especially for an institution such as Rochester with a large academic medical center, these operational dimensions are vital to determining community outcomes and impact. An institution could conceivably attain the classification with flying colors and yet more than offset those efforts by being a bad institutional citizen in its community if it is not attending to those issues as well.

Accessing the GivePulse system was difficult at times. The organizers may wish to consider using the Collaboratory, which was designed by researchers and practitioners in the field with reference to best practices, and is already working to accumulate a large data set on community engagement in higher education.

Request for Permission to use Application for Research:

In order to better understand the institutionalization of community engagement in higher education, we would like to make the responses in the applications available for research purposes for both the Carnegie Foundation and its Administrative Partner for the Community Engagement Classification, the Swearer Center for Public Service, and for other higher education researchers as well.

Only applications from campuses that agree to the use of their application data will be made available for research purposes.

No identifiable application information related to campuses that are unsuccessful in the application process will be released.

Please respond to A or B below:

A. I consent to having the information provided in the application for the purposes of research. In providing this consent, the identity of my campus will not be disclosed.
Yes

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