

June, 2011

Public Issues Council Proposal to Include Recognition of Community Engagement in the CREATE Profile

The history of the University of Connecticut is that of a land-grant institution, initially founded as the Storrs Agricultural School, whose purpose was to serve the needs of the community. Consistent with this history, our School of Medicine has always placed an emphasis on community service and student engagement both in the admissions process and throughout the curriculum up to the fourth year community service requirement. The Public Issues Council feels that community engagement is integral to the academic mission of the School of Medicine. As faculty, we are expected to conduct ourselves in a manner that is consistent with the values the institution espouses. We have the responsibility to model the behavior we encourage (and demand) in our students and applicants. Therefore, community engagement should be an important component of faculty activity. If such engagement is consistent with the responsibilities and expectations of faculty, then, stated simply, there should be some mechanism to formally acknowledge such activities.

Of interest is the fact that the Storrs campus has established an Office of Public Engagement, and is in the process of developing a strategic plan to promote public engagement. Part of the process underway is the creation of metrics to measure the community based activities of faculty. The Public Issues Council applauds the vision of the leadership of the University, and strongly recommends that the School of Medicine move in a similar direction. To that end we request that the Dean's Council considers the following three step process:

- **Include community engagement as one criterion in the CREATE profile**
- **Initiate a process to define and categorize activities of greatest value to the institution**
- **Develop instruments to track and measure community-based activities**

In line with the activities already underway at the Storrs campus, the Public Issues Council proposes that public engagement be defined within the three following categories:

- **Service Learning**
- **Engaged Scholarship**
- **Community Service/Advocacy**

Definitions

The Public Issues Council proposes the following definitions for the three broad categories of activities:

- **Service Learning** – to include, but not be limited to
 - Service – related activities involving students where the focus may be educational and /or experiential
- **Engaged Scholarship** – to include, but not be limited to
 - Community-based research and outreach
 - **Facilitation of input from community stakeholders toward the formulation and planning of scholarship and research activity**
- **Community Service/Advocacy** – to include, but not be limited to
 - Activities in which faculty create partnerships to share their expertise with local community agencies, federal, state, and municipal organizations with the goal of promoting the welfare of the public

Documentation and Measurement of Impact

Assessment of impact should be conducted using a social impact model that may include, but should not be limited to consideration of the following:

- Time devoted to the endeavor
- The number of individuals impacted (e.g. students, the general public)
- Other outcomes as defined by the specific project (e.g. grant goals and objectives, research outcomes)
- Grant support of other external funding secured in conjunction with the activity or project

The CFAR system appears to be a suitable tool for documentation of community-based activities. With regard to measurement of impact important considerations include, the overall benefit of the activity to the community and the extent to which it enhances the reputation of the School of Medicine. The Storrs campus utilizes a faculty coding sheet to document the activities of faculty. This coding sheet includes a section on service and outreach. An adaptation of this section is included below (Appendix A). The Council recognizes that the faculty are not homogeneous and have different professional categories. For this reason, the definitions that characterize community engagement must be relevant to the public and the different professional categories. The approach taken should produce definitions that encompass the activities of our diverse faculty teachers, researchers, and clinicians. Therefore the Council proposes that Centers and Departments be allowed to make modifications to the criteria within this section to align with the activities of their faculty. Once made the modifications should be submitted to the Dean's Council for approval along with written justification of the changes.

Appendix A

Adaptation of Storrs Faculty Coding Sheet Excerpt

Service & Outreach: This section is for documentation of community-based activities that enhance the welfare of the community and the School of Medicine

- () Presentations in student recruitment programs (Formal full- or half-day programs)
- () Presentations in minority student recruitment activities (Formal full- or half-day programs)
- () Departmental or non-departmentalized school committee memberships
- () Departmental or non-departmentalized school Committee Chair
- () Non-departmental administration (Dean, Associate or Assistant Dean, Center Director)
- () Clinical, extension or other "expert" services (note types of and frequency of services performed. Include radio, television, newspaper interviews, specimen identification, extension service presentations.)
- () Formal outreach programs for schools or businesses
- () State committee member (not related to scholarship) (Do not include peer review committees)
- () Consultancies for state/local government agencies
- () Consultancies to state/regional businesses and institutions (Refers to businesses and schools operating primarily in the state.)
- () Member of voluntary service organizations
- () Services for or presentations to community groups
- () Members of federal government committees (not related to scholarship) (Refers to work unrelated to oversight of scholarly efforts)
- () Consultancies of federal governmental agencies (not related to scholarship)
- () Consultancies to national/international institutions (businesses, schools, etc)
- () Memberships on professional society committees.