The Carnegie Elective Classification for Community Engagement

2010 Documentation Reporting Form

*Introduction*

This documentation framework is intended to gather information about your institution’s commitments and activities regarding community engagement.

For application submission guidelines, [click here.](#)

**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.

Please provide your contact information (for Carnegie Foundation use only):

<table>
<thead>
<tr>
<th>Name:</th>
<th>Steve Virgil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
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<td>State:</td>
<td>North Carolina</td>
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<tr>
<td>Institution:</td>
<td>Wake Forest University</td>
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<td>Institution President/Chancellor:</td>
<td>Dr. Nathan O. Hatch</td>
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<td>President/Chancellor’s Mailing Address:</td>
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</tr>
</tbody>
</table>
I. Foundational Indicators

A. Institutional Identity and Culture

**Required Documentation** (Complete all 5 of the following)

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

   ✔ Yes  ☐ No

Quote the mission (vision):

Wake Forest University “promotes a vibrant scholarly community and integrates academics with community service and extracurricular activities. Wake Forest has attained a national presence and constituency; it is shaped by cultures that value service and takes seriously its commitment to serve the community and region wherein it resides . . . , thus preparing students to be active and informed members of the world in which they live.” As our Mission Statement reflects, community engagement is a priority for Wake Forest University. The University’s motto, Pro Humanitate, directs this mission and our strategic plan aims to “strengthen Wake Forest’s connections to communities beyond our campus.”
2. Does the institution formally recognize community engagement through campus-wide awards and celebrations?

☑ Yes ☐ No

Describe with examples:

Wake Forest recognizes community engagement through numerous campus-wide awards and celebrations each year. The 2009 Opening Convocation to the academic year was themed “Engaging Minds, Empowering Communities,” and served to recognize the many ways Wake Forest University students, faculty, staff, and community partners contribute to the global community. The entire university participated in this event.

Multiple faculty awards focused on community engagement are presented annually, including the Donald O. Schoonmaker Faculty Award for Community Service, the Jon Reinhardt Award for Distinguished Teaching, and the Divinity School Distinguished Service Award. The Marcellus E. Waddill Excellence in Teaching Award is presented to two alumni school teachers who serve their communities. Students serving on the Judicial Council, the Honor and Ethics Council and the Board of Investigators and Advisors are also recognized for their service. The Pro Fide et Humanitate Award is awarded to faculty, alumni and friends of the School of Divinity who reflect best the University’s motto, Pro Humanitate. The Pro Humanitate Honor Roll recognizes the service of undergraduate students who best demonstrate a personal commitment to community engagement. In order to be eligible for these awards, students must track their service hours using our on-line system. The Christman Award recognizes undergraduate seniors for their service work to the community. The Service Excellence Award recognizes undergraduates for exceptional contributions to community engagement. All award recipients are recognized by a donation in their name to a charity or non-profit organization of their choice. The Pro Bono Service Award is presented annually to a law student who has contributed time and talent to law related service. The objective is to inculcate the need for pro bono service in aspiring lawyers while they are in law school so they may be inclined to make pro bono work a part of their law careers.
3. a. Does the institution have mechanisms for systematic assessment of community perceptions of the institution’s engagement with community?

☑ Yes  ☐ No

Describe the mechanisms:

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<thead>
<tr>
<th>Mechanism</th>
<th>Details</th>
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<tr>
<td>Wake Forest maintains a number of mechanisms for assessing community perceptions regarding our engagement. In 2001, Wake Forest established the Pro Humanitate Center to promote community engagement and enhance our service learning efforts. The Pro Humanitate Center was housed within the Office of the Provost, as part of the central administration. A formal evaluator, charged with assessment community perceptions regarding engagement, was employed as part of this center and assessed our community engagement across all departments and schools.</td>
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<td>In an effort to enhance these processes and to add efficiency to information gathering, the Institute for Public Engagement (IPE) was launched to build on the success of the Pro Humanitate Center. Like the Pro Humanitate Center, the IPE is an academic center within the Office of the Provost. The IPE adds the benefit of serving as one point of contact for community partners and allows for centralized assessment of our community engagement efforts.</td>
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<td>Within the first six months of its launch, the IPE completed several program and environmental assessments with community partners. These assessments were then used to align the university’s resources and engagement activities to defined needs identified by our partners. Assessment is central to the IPE. Its tools include assessment indicators and surveys, a Community Advisory Board, the use of focus groups and collaborative partnerships.</td>
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<tr>
<td>Assessment Surveys: Surveys and Community Partner Evaluations are collected from community partners to received direct feedback on university programs and initiatives, including our Nonprofit Summer Internship Program and service learning courses. These tools are also available on line for the community’s use.</td>
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<tr>
<td>Community Advisory Board: This board is comprised of community representatives and nonprofit leaders and meets regularly during the academic year to offer advice on the best way to incorporate the needs and interest of the community in the planning and implementation of our community engagement programs.</td>
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<td>Focus Groups: The IPE has held the first of a series of independently facilitated focus group meetings, bringing together nonprofit and philanthropic leaders from our community, to assess how we can improve our community engagement. Focus groups will be held annually.</td>
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<td>Partnerships: Wake Forest works closely with numerous partners, including HandsOn Northwest North Carolina (<a href="http://www.handsonnwnce.org">www.handsonnwnce.org</a>), the United Way, and the Winston-Salem/Forsyth County Public Schools. The IPE maintains regular dialogue with our partners to assess our engagement and impact.</td>
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b. Does the institution aggregate and use the assessment data?

☐ Yes  ☐ No

Describe how the data is used:

The Office of the Provost serves as the single point of collection for data regarding community engagement across the University. Efforts directed toward faculty include an institution faculty-wide assessment of community engagement efforts in 2007-2008 that collected engagement data from more than 400 faculty across the University. This data was used to refine community engagement efforts including a pilot run of the Institute for Public Engagement. In addition, the Office of Institutional Research manages various data collection efforts, including Digital Measures which collects data on faculty service, including community engagement, service learning, community based research and volunteerism.

Efforts directed toward students include an on-line survey and databank, managed by the Volunteer Service Corps within the Office of Student Life. Student data is also collected at the departmental level or in connection with discrete efforts, including the Pro Humanitate Honor Role and Pro Bono Service Award.

During 2007-2008 a Public Engagement Advisory Board was created to complete an in-depth assessment of community engagement efforts across Wake Forest. Hosted by the Office of the Provost, the PEAB worked for two years collecting data on community engagement. Building on this work, the IPE utilizes university wide assessment mechanisms that collect data from all offices and departments across the University, including faculty, students, staff, alumni and community partners. Within the 2010-2011 year, the IPE staff will include a position dedicated to aggregating assessment data on community engagement university wide.
4. Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution?

☑ Yes ☐ No

Describe the materials:

Several academic and co-curricular units feature community engagement opportunities on their website (i.e. http://law.wfu.edu/clinics/, http://phc.provost.wfu.edu/). The IPE is featured on the Provost Office website and will launch its new website this fall. The IPE presented a multimedia presentation at Opening Convocation, which has been shown at a Community Partner Breakfast, Parent’s Council, Alumni, undergraduate and graduate student leaders and perspective students since that time. This video features the varied experiences of faculty and students that have shown a commitment to community engagement through their service learning courses, community based research, volunteer services, and clinic services. Articles related to community engagement have been featured in the Wake Forest Magazine distributed to all internal and external University affiliates. More recently an eight-page article (Fall 2009) entitled The Engagement of Wisdom by David Fyten celebrated the domestic and international work of our faculty and students. “What distinguishes service-learning, community-based research, and clinical consultation from simple volunteerism is their grounding in academics. [We believe] the most important outcome of public engagement at a university is the deeper learning that results from practical experience, observation, and the application, in the world beyond campus, of knowledge and theories gleaned from the classroom. During the 2009-2010 academic year, over 60 articles on the Window on Wake Forest website featured news releases on community engagement and is accessed from the University Homepage and Alumni website. The Office of Admission also emphasizes that our model of a collegiate university includes educating the whole person by serving humanity through the pursuit of knowledge, on the following webpages: http://admissions.wfu.edu/discover/ and features a video of students that have participated in international service trips. Community engagement was the focus of the 2010 commencement, both in our President’s remarks and others.
5. Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?

☑ Yes  ☐ No

Describe examples such as annual address, published editorial, campus publications, etc.

President Hatch is a strong advocate of community engagement, one of the hallmarks of his administration. His archived addresses during his tenure at Wake Forest reflect this commitment from the start of his tenure in 2006. In his sub-section entitled ENGAGING OUR LOCAL COMMUNITY AND THE WORLD (April 2008) he says, “Wake Forest must develop more targeted, consistent efforts in public engagement, encouraging faculty and students to bring their knowledge and skills to bear on pressing contemporary problems. Our strategic initiatives will range from improving partnerships with local public schools to continuing leadership in the Piedmont Triad Research Park; from exploring new opportunities for collaboration in the arts…We are a student-oriented institution with a sense of community; we have challenged students to explore questions deeply and to think about their own place in the world and their own responsibility for making the world better.” Provost Tiefenthaler used the 2010 Faculty Senate address to underscore the value of community engagement. She stated “through service-learning coursework and opportunities to participate in community-based research, our students can see their liberal arts education in action. … With public engagement, we are preparing our students to be imaginative thinkers, civic leaders, and caring individuals who believe in the importance of applying and using knowledge in the service of humanity.” The Provost’s promotion of community engagement to the broader community, can be seen in her address to the Winston Salem Women’s Fund in November 2009 where she emphasized the value of community engagement at Wake Forest. Michele Gillespie, former Associate Provost for Academic Initiatives, Associate Professor of History and recipient of the 2010 Robert L. Sigmon Service-Learning Award recently stated that “the fundamental question we face is how we serve our students in finding meaning in their lives and giving value to their communities. Our [institutional] motto calls us to fulfill our moral obligation to give back as thinkers in the world.
B. Institutional Commitment

Required Documentation (Complete all 6 of the following)

1. Does the institution have a campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement?

☐ Yes  ☐ No

Describe with purposes, staffing:

The Institute for Public Engagement is the newest iteration of Wake Forest’s commitment to a campus-wide infrastructure to support community engagement. The IPE serves as a campus-wide coordinating and evaluation office for the university’s community engagement efforts, supporting work by faculty, students, staff and alumni. In its conviction that one’s education isn’t whole, nor character development complete, without the acquisition of a sense of community responsibility, the University founded the IPE to support and expand community engagement, including service learning courses, community-based research, professional assistance clinics, and volunteer activities. The purpose of the IPE is to cultivate habits of reflective thinking in students; to prepare them for lives of leadership and public service in their communities; and to support research projects by faculty members that respond to community defined needs. The IPE evolved from the Pro Humanitate Center (PHC), a campus-wide academic center whose mission was to promote community engagement and vocational exploration at all levels. The PHC was housed under the Provost’s Office between 2001 and 2010 and coordinated service learning course development, international service trips, and summer internships for students interested in nonprofit work. In 2010, the summer internship program provided 24 interns to work full-time with partner nonprofit organizations in our community. The Pro Humanitate Fund (PHF), funded with grants from the Atlantic Philanthropies, was also housed within the Provost Office between 2001 and 2010. This funded supported community engagement activities across the university. In addition to the IPE, PHC and PHF, Wake Forest has several coordinating centers at other levels within the institution. These include the Volunteer Service Corp within the Division of Student Life, which coordinates undergraduate student service activities through one central office. Each year, the Volunteer Service Corp hosts a full day event to promote student service and coordinate placements with community based partners. The Campus Kitchen coordinates the university’s work with food security agencies in the community. The Angel Center Business Incubator, coordinates community engagement among graduate business students, The Law School’s coordinates community engagement through clinical programs and a standing faculty committee. Community engagement is central to the mission of the School of Divinity and its curriculum takes students out of the classroom and exposes them to community engagement in places such as Appalachia, Cuba, Egypt, Nicaragua, New York City, and Romania. There are a variety of programs that bring theological discussion into the public arena and connect students to centers that focus on religion and public life.
2. a. Are there internal budgetary allocations dedicated to supporting institutional engagement with community?

☑ Yes  ☐ No

Describe source (percentage or dollar amount), whether it is permanent, and how it is used.

In FY 2009, internal funding exceeded $2,000,000. The IPE is funded with income from the Ethics, Leadership and Civic Responsibility Fund, a permanent endowment. Budget line items support student service (Provost), service learning (College Dean), clinical programs (Law, Divinity, Business) and community partnerships (Graduate School of Arts & Sciences).

b. Is there external funding dedicated to supporting institutional engagement with community?

☑ Yes  ☐ No

Describe specific funding:

Over the last ten years, Wake Forest has attracted significant external support for institutional engagement efforts. The Pro Humanitate Center was funded by a grant totaling more than $1.9 million from the Lilly Foundation. According to the Office of Institutional Research, since 2006 more than 4 million dollars in external funding has been awarded to 18 faculty who teach service learning courses or submitted grant proposals to fund research projects that promote public engagement efforts, community based participatory research and service learning efforts. In 2009, Wake Forest attracted a gift in excess of $1,000,000 to fund community engagement activities in Central America, and has used this support to establish Nicaragua Nexus, which links future business leaders with the needs of entrepreneurs in Nicaragua and facilitates undergraduate and graduate service-learning courses and volunteer activities in the capital city of Managua and surrounding areas. The Atlantic Philanthropies committed $384,000 to support the Pro Humanitate Fund for Service-Learning in Action, which used community service to complement and enhance classroom instruction. While funded from internal resources during the start up phase, the University is actively seeking external funding to sustain the IPE. Wake Forest actively seeks external support for developing new community engagement programs.
c. Is there fundraising directed to community engagement?

☒ Yes ☐ No

Describe fundraising activities:

Such fundraising occurs at the institutional level and individual department and school levels within the University. At the central administration level, Wake Forest has committed staff resources within the Advancement Office and Corporate and Foundation Relations to fund community engagement. This office is presently seeking endowed funding to sustain service learning efforts, nonprofit internships, community based research and targeted collaborations with public school systems in the community. Over the next five years, Wake Forest will raise more than $5,000,000 to sustain ongoing centralized community engagement efforts. Other efforts are pursued to support community engagement for discrete projects. The Law School raises more than $50,000 each year to support public interest fellowships for students through the Public Interest Law Organization; Education Deparment received $750,000 in 2008-2009 to support a community based research project in partnership with rural public schools; and the faculty within the Physics Department have raised more than $175,000 to bring innovative teaching modules to local high schools. Even in its most individualized form, Wake Forest students and staff have organized fundraising initiatives to raise money for their domestic and international service trips and solicit support for various social causes include Outreach for Haiti and cancer research.
3. a. Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community?

☑ Yes ☐ No

Describe:

Faculty data is collected by the Offices of the Provost and Institutional Research through the Digital Measures program, which records faculty community engagement activities related to research, course work and professional development. Data is collected for both academic engagement, including service learning and community based research, and non-academic service to the community. Data is also gathered at the department level during the annual department review process which is submitted to the Provost.

Engagement through service learning is tracked by the Office of the Provost, through the Pro Humanitate Center, ACE Fellows program and the IPE. Engagement through community based research is tracked through the Office of Research and Sponsored Programs, which maintains a catalog of all faculty research and identifies community engaged projects. In addition, the Registrar’s Office maintains a catalog of service learning courses, which is posted on the Wake Forest website (www.wfu.edu/acefellows/docs/EngagementCoursesS2009.pdf).

Data regarding student engagement is gathered through the Office of Student Life and the Volunteer Service Corps, which launched a web based digital tracking system in January 2010. Linked to the President’s Honor Recognition Program, this system captures data on the approximately 2,500 students who engage in some form of community service each semester. Data is also tracked programmatically through general databases of students who participant in on-campus service activities such as Project Pumpkin and Campus Kitchen, or domestic and international service trips to Appalachia, Vietnam or Nicaragua. Self-reported data is verified, when relevant to awards and honors, through interviews with students. These are conducted by Student Life staff.

Data is also gathered from external sources. We also receive assessment reports from agencies to assess long-term impact on students and community (i.e. how many people were served, meaningful experience for students, dollars back into the community).

Historically, Wake Forest has assessed our impact through testimonials and qualitative information gathered through surveys, open-ended discussions and reflection. More recently, our attention has focused on developing quantitative assessment tools to measure community engagement activities. These tools gather campus-wide data on our community engagement and its our ability to meet community defined needs while achieving academic outcomes. Because all of the data which is collected flows back to the Office of the Provost, we have a developed infrastructure for systematic, campus-wide documentation of our community engagement.
b. If yes, does the institution use the data from those mechanisms?

✓ Yes  ☐ No

Describe:

Institutional data is used to inform our community engagement efforts across the university. Data on community engagement are used to measure how well students and faculty meet the needs of the community and serve agency missions. Data is also used to identify students and faculty who have demonstrated a commitment to service and public engagement, identify organizational and programmatic areas that are underused or need more support, and assist with future planning and implementation.

Centralized data has been used to identify the breadth and depth of community engagement efforts across the University. For example, in 2007-2008 a campus wide effort was led to identify all faculty community engagement activity. The resulting report, Reynolda Campus Public Engagement Survey, quantified the commitment of individual members of the institution to community engagement, and the impact that was achieved by the Pro Humanitate Center and the ACE Fellows program. This assessment effort was funded by the Jessie Ball DuPont foundation and its results revealed a need for enhanced coordination across our community engagement efforts.

As is evident throughout this document, Wake Forest University has entered into a new phase in the development of its community engagement efforts by launching the IPE. Central to the Institute’s vision is a commitment to reciprocal relationships that serve both the academic mission of the University as well as the most pressing needs in our community. To accomplish this vision, the IPE has integrated a system of ongoing program evaluation that is heavily data driven. Data from the sources described above are used to refine Wake Forest’s community engagement programs, community based research, service learning, and multi-disciplinary initiatives. Data collected by the IPE will be used by the Teaching and Learning Center, which is another office that has historically supported faculty engaged in community-based research.

c. Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement?

✓ Yes  ☐ No
d. If yes, indicate the focus of those mechanisms:

- Impact on students

Describe one key finding:

Undergraduate and graduate students engage in both curricular and co-curricular publically engaged activities. The most recent systemic assessment measuring the impact of institutional engagement on students was conducted as part of the assessment of the Pro Humanitate Center’s efforts. This assessment confirmed that service learning and community engagement efforts have a significant impact on the student’s perception of vocation, with the majority of respondents indicating that service internship placements had significantly shaped their later professional decision. Since 2005, nearly 100 graduates have joined Peace Corps and 60 graduates have participated in Teach for America; this figure increases each year. In response to the increased interest among students to work in the nonprofit sector or pursue graduate degrees related to public policy/public service due to the community engagement work while at Wake Forest, applications to the Nonprofit/Community Engagement Internship Program reached an all-time high, and the program doubled in size this past summer. Strengthening our campus wide assessment tools will allow us to better capture and identify why students pursue certain community-focused opportunities.

- Impact on faculty

Describe one key finding:

To measure impact of the Pro Humanitate Fund on faculty, both quantitative and qualitative data were generated to assess the objective outcomes. We have found that faculty will pursue and expand service-learning courses when resources are provided. Although service learning and the teaching and scholarship of engagement became institutionalized through the ACE Fellows program, the assessment of faculty impact from the PH Fund indicate that a large percentage of recipients had not participated in the ACE Fellows Programing. A third of faculty received a service learning grant, a third received a community based research award, nearly 30% were Pro Humanitate Scholar advisors, and 11% received creativity and innovation grants. Thus this fund was able to tremendously broaden the impact of service learning support and development for faculty. While only one third of faculty completing the survey received a service learning grant, the most direct funding for service learning courses, 70% of all faculty indicated that they have incorporated service learning into at least one class. Furthermore, 35% of all faculty incorporated service learning into 2 or more classes. One suggestion from the committee that has since been implemented through the Provost’s Office and the IPE is to place more emphasis on faculty research and publication.
☑ Impact on community

Describe one key finding:

Our community engagement makes a difference in the community. For example, for more than 10 year Wake Forest students and faculty have partnered with the Northwest Middle School by tutoring students. At Northwest Middle School, all eighth grade students who have not reached grade proficiency are required to complete forty hours of tutoring outside their normal classroom time. This service project has become a viable option for students who score well below grade level on the End of Grade reading test. Faculty in the English Department at Wake Forest have led service learning courses in partnership with Northwest Middle School for over five years. Based on end of quarter and end of grade assessments, Wake Forest’s community engagement efforts with this middle school positively impacted student performance in reading and math, with an overall performance. Teachers have also noted a positive change in the attitude towards reading and math. Based on this assessment, Wake Forest faculty and the Institute for Public Engagement is development plans to expand these efforts to other schools and to additional subject areas within Northwest Middle. After the first year of the program, the test scores of the students improved 2%, and since then have continued to increase. This is the first upward trend in testing performance in many years.

☑ Impact on institution

Describe one key finding:

During the strategic planning process, it became clear that there a centralized administrative office was needed to facilitate community engagement and enhance the community based work which was ongoing at the University. Consistent with the Strategic Plan, the IPE was launched in 2009 and demonstrates a commitment to expand the understanding and practice of community engagement as part of one’s academic, personal and career pursuits. Through over 211 services learning courses, student organizations, special events and community based research initiatives students, faculty, staff and administrators partner with over 150 local, national, and international community partners, each year. The IPE implements our strategic plan and the work of the Public Engagement Advisory Board by providing a single administrative contact to support and assess our community engagement. The IPE will in turn better facilitate partnerships between all units on campus with the community and systematically measure efficiency and effectiveness of internal and external resources. Our expectation is for the IPE to be a resource for the campus and community, connecting the two entities to advance teaching and serve community needs. We realize it will help us best utilize our human and developmental resources to better the community.
e. Does the institution use the data from the assessment mechanisms?

☑ Yes  ☐ No

Describe:

Wake Forest strives to be impactful in its service learning and academic based community engagement initiatives and to allocate resources effectively. Assessment of the community impact of these activities is a priority for the IPE, and to that end the IPE has developed a series of assessment tools and has made these tools available to our community partners working across the University. The use of such tools and data enables the University to better target our resources for long-term impact.

Significant work is also underway to offer more specialized assessment of faculty as it relates to community engagement. This information is being used to plan and establish other resources and tools that will assist faculty in preparing and teaching service learning courses and build collaborative efforts among the faculty across the departments and schools. The 2007-2008 Reynolda Campus Public Engagement Survey was administered to faculty to assess their philosophy and practice of community engagement beyond the limits of Digital Measures. Ideally, the Institute will play a critical role in advancing Digital Measures or providing supplementary assessment tools that is conducive for the array of studies that are offered that furthers the collection incorporation of this data.

The IPE will also continue a collaborative relationship with Volunteer Service Corp to explore correlations between meaningful volunteer experiences and commitment to service-learning courses and activities among students. Another long-term goal of the Institute for Public Engagement is to engage Wake Forest Alumni and feature community efforts of students after graduation. Improved tracking systems will position us to meet this goal and evaluate trends in different graduation classes and target our resources.

Data from all sources has been used by the Provost’s Office to target initiatives and define work in community engagement.
4. Is community engagement defined and planned for in the strategic plans of the institution?

✓ Yes  □ No

Describe and quote:

The most recent university strategic plan for Wake Forest University to be a premier “Collegiate University” was developed in 2008. Central to this plan is community engagement. Among its elements, the University’s vision aspires to “link intellectual curiosity, moral reflection and a commitment to service, shaping ethically informed leaders to serve humanity.” Reflecting this vision, the University’s mission states “The University continues to fulfill its ideal of a more diverse learning community, providing students an example of the world they will be called upon to lead. The University sustains a vibrant residential community with a broad-based program of service and extracurricular activities…Intellectual life is balanced by diverse programs that encourage service to others and opportunities for students to participate in a variety of social and civic activities…Wake Forest will be a crossroads of public understanding and involvement. Having a long history of training leaders of public service in many walks of life, the University must be deliberate in cultivating stronger relationships with local and regional neighbors and in offering students new and more purposeful ways to be of service to others and to find their place in the world.” In short, it is a way of teaching, learning, and living. The Institute for Public Engagement continues the implementation of this plan.
5. Does the institution provide professional development support for faculty and/or staff who engage with community?

☑ Yes ☐ No

Describe:

Started in 2001, the Academic Community Engagement (ACE) Fellows Program links the University’s commitment to academic excellence and service to humanity. It provides opportunities and incentives for faculty to explore and implement pedagogy that incorporates community-based research, service-learning and other forms of academic driven community engagement into pre-existing or new courses. Community-engaged pedagogy encourages civic development, multicultural understanding, leadership, moral decision making, and critical thinking. In addition to equipping faculty with knowledge and resources, the ACE Fellows Program further connects our campus with the broader community. ACE Fellows are awarded a $1250 stipend to help defray the cost of resources for a new ACE course, registration for pedagogically-linked conferences and presentations. ACE Fellows participate in a Spring Training Program and integrate service-learning pedagogy as a component in a pre-existing or new course within a calendar year of completing the training program. More than 60 faculty members, representing 15% of all faculty, have been trained as ACE Fellows.

The Teaching and Learning Center is a resource center for Wake Forest faculty at all stages of their careers. The TLC host events designed to bring together faculty and other professionals to share expertise, explore innovations, and discuss the challenges of teaching in and across disciplines and offers a range of workshops and materials which are focused on service learning and academic community based learning.

The Professional Development Center provides faculty, staff, and the broader Winston-Salem community with professional, personal, and civic enrichment opportunities through education focused on management training, interpersonal skills, academic and administrative software, general technical skills, and a myriad of special interest topics.
6. Does the community have a “voice” or role for input into institutional or departmental planning for community engagement?

☑ Yes ☐ No

Describe:

Central to the mission of the Institute for Public Engagement is the development of reciprocally beneficial partnerships with community stakeholders. Wake Forest has embarked on an innovative and ambitious effort to integrate community voice into the institutions planning and delivery of public engagement programming by establishing a Community Advisory Board whose purpose is to both inform the Institute on community engagement efforts and also to hold the Institute accountable for maintaining mutually beneficial programs that reflect our academic mission while serving our community’s needs. The Community Advisory Board will meet four times each year to receive reports from the Institute and critique our efforts at all levels. Most importantly this advisory board represents a diversity of expertise, experience and needs of the Winston-Salem/Forsyth County community. Members include representatives of local foundations, community development organizations, local government, public schools and the nonprofit sector. The Institute has developed a model for working collaboration whereby the Institute engages numerous community leaders to assess emerging and present needs. Once identified, Institute staff will conduct strategic environmental assessments of the need and existing interventions, and from this assessment the Institute develops a work plan to coordinate Wake Forest’s engagement efforts to address the need. The Institute works across schools and departments to find resources to bring to the identified need. Through this process community voice is integrated into cross-disciplinary collaborations that bring the resources of a national university to serve our community. Community voice is also heard at departmental and school levels. The university, student interns and community partners also work collaboratively to develop learning contract for nonprofit summer internship program. Service learning courses integrate community voice as faculty work collaboratively to finalize the service-learning component of their class.

At this point, applicants are urged to review the responses to Foundational Indicators I.A., 1 through 5, and I.B., 1 through 6 on pages 1-17 and determine whether Community Engagement is "institutionalized"—that is, whether all or most of the Foundational Indicators have been documented with specificity. If so, applicants are encouraged to continue with the application. If not, applicants are encouraged to withdraw from the process and apply in the next round in 2015.
Supplemental Documentation (Complete all of the following)

1. Does the institution have search/recruitment policies that encourage the hiring of faculty with expertise in and commitment to community engagement?

☑ Yes ☐ No

Describe:

The importance of community engagement is central to search and recruitment practices at Wake Forest and emphasis on community engagement has been integrated into the recruitment and hiring process among department chairs and administrators. The Provost’s Office provides a number of resources to assist departments with search/recruitment efforts for perspective faculty including suggested guidelines for full time faculty recruitment and adjunct faculty recruitment. Supporting documents provided include sample advertisement, memoranda, request samples to recruit, interview, and appoint. The sample advertising for faculty appointments provided by the Provost’s Office indicates the importance of community engagement. In addition to supportive policies, the daily practices of our administrators and staff promote community engagement in all of its forms.

The Provost and/or one of the Associate Provosts interviews all tenured-track and tenured candidates during their campus visit. During these interviews, the importance of community engagement including community based participatory research and service learning may be discussed. The Provost gives every prospective faculty member who is interviewed a Wake Forest flash drive that includes information about the teacher-scholar ideal, the 2008 Strategic Plan, internal funding information and a video that celebrates community engagement at Wake Forest. A subsection of the Provost’s Office website is dedicated to resources for prospective faculty. In a featured faculty recruitment video http://provost.wfu.edu/0.118.1/Prospective_Faculty, faculty who have completed some form of community engagement including community based research service learning courses or clinic services. The images from this video depict our commitment to support community engagement and attract faculty of all fields of study. With the launch of the Institute for Public Engagement candidates will be able to consider another primary support for faculty.
2. a. Do the institutional policies for promotion and tenure reward the scholarship of community engagement?

☑ Yes  ☐ No

Describe:

The Provost has adopted a practice and policy of recognizing community engagement as part of the tenure and promotion process. Community engagement is expected to be seen as part of a faculty member's portfolio which is reviewed by respective Department Chairs, Deans, and Provost. Faculty are evaluated in four overarching areas: teaching, scholarship, service, and overall assessment. As stated in the faculty handbook, tenured and tenure track faculty must complete some amount of service each academic year. For promotion to full professor with tenure the candidate must make a clear demonstration of sustained excellence in teaching in all courses taught, and submit a required number of appropriate pieces of written scholarship. The type on amount of scholarship will vary depending upon the discipline. All scholarship submitted by a candidate for promotion to full professor with tenure must demonstrate the same qualities as those set forth above for scholarship submitted for promotion from assistant to associate professor. In addition, the faculty member must make a substantial service contribution.

In the context of tenure and promotion, “service” means not only adequate involvement in faculty meetings and committee work, but also additional professionally related contributions. This additional requirement may be satisfied by service to the department, the professional school, the University, a professional organization or the community. Examples of such activities are advising student organizations, continuing education, service learning courses, clinical work, work related to public advocacy or other service to government. A decision to confer tenure is based on the entirety of the candidates portfolio. For a positive decision, the record must be sufficient to permit a confident assessment that the candidate will continue to perform at the same high level of achievement as the candidate has demonstrated during the pre-tenure period and that the candidate shows promise for continued professional growth in teaching, research, and service.
b. If yes, how does the institution classify community-engaged scholarship? (Service, Scholarship of Application, other)

Explain:

No formal distinction is made between scholarship that is focused on community engagement and that which is not. Faculty receive personal notes from the Provost that highlight contributions they have made to the University, their field of study, and community. This decision was made because we did not want to elevate one type of research over another or value one over another in the decisions regarding promotion and tenure. Community Engagement is a resounding theme in the Provost’s communication to faculty including the annual faculty address, convocation and bi-monthly newsletters. Her tremendous support is also evident through committed funds.

b (cont’d). If no, is there work in progress to revise promotion and tenure guidelines to reward the scholarship of community engagement?

☐ Yes  ☐ No

Describe:

N/A
3. Do students have a leadership role in community engagement? What kind of decisions do they influence (planning, implementation, assessment, or other)?

☐ Yes  ☐ No

Examples:

For the past 24 years, the President’s Office and Student Government have sponsored an annual leadership conference that brings student leaders, faculty and administrators together for a weekend of brainstorming and planning for the upcoming year. Last year’s theme was “Pursuing a Commitment to Engagement,” and significant time was used to discuss how to strengthen on-campus and off-campus community engagement efforts. Many ideas from the conference are implemented and become on-going projects for students and staff.

Alpha Phi Omega is a student-led service fraternity that maintains national service projects working with the Food Bank of North Carolina, community projects helping in the soup kitchen and staff the homeless shelter at Samaritan Ministries, tutoring at Easton Elementary School, and various campus projects.

Run by an Advisory Board of 13 student leaders who take part in the advertising, planning, and implementation of service projects, Volunteer Service Corp (“VSC”) organizes educational and service opportunities for the Wake Forest community. Students have initiated the establishment of service trips to India, Russia, South Africa and apply to serve as co-leaders with a faculty advisor.

Established in 1999 by two undergraduate students, Campus Kitchen (“CK”) is a food security program that uses cooked, but never served, food from the campus dining hall to make healthy and nutritious meals for the needy in our community. Each year over 5,000 meals are delivered, over 500 volunteers give more than 2400 hours of their time, and helped save more than 1500 pounds of food. As a student driven organization, CK is governed by a Leadership Team that holds weekly meetings, plans the meals, runs the shifts, trains new volunteers, advertises, plans events, raises funds, and is CK certified. The Leadership Team is composed of 15 Shift Leaders for each of our 9 Cooking and delivery shifts and 5 Produce Pickup shifts. The Executive Board functions as a strategic planning and special events coordinating arm of CK at WFU’s student leadership.
4. Is community engagement noted on student transcripts?

☐ Yes  ✓ No

Describe:

In the past community engagement has not been noted on student transcripts. There are, however, several faculty members who have expressed an interest in this occurring. Over the last year, tremendous work has been completed to identify service-learning courses on student transcripts by the Registrar’s Office. In addition, the Department of Religion has recently launched a certification program which does recognize community engagement on the student’s transcript. The School of Law is also considering a similar process of recognition on transcripts. It is hoped that this will continue and lead to a university wide policy for noting community engagement on transcripts.

5. Is there a faculty governance committee with responsibilities for community engagement?

✓ Yes  ☐ No

Describe:

The Pro Humanitate Advisory Board was formed in 2003 to administer the Pro Humanitate Fund. A Public Engagement Advisory Board was established in 2007 to serve through the strategic planning phase for the Institute for Public Engagement and was reconstituted as the faculty advisory board for the IPE in Spring 2010. The faculty advisory board facilitates the Institute’s development and to promote the core academic mission of community engaged scholarship and teaching. The Faculty Advisory Board is comprised of 9 Wake Forest member of the faculty who represent the Wake Forest College, Schools of Business, Divinity, and Law. They have agreed to review and inform the IPE’s programs and initiatives to integrate academic goals into the pursuit of community engagement. This board also reviews proposals under the IPE’s funding programs; including the Hattery Family Fund for Community Based Research, the Public Engagement Mini-Grants Program and the Community Fellows Program. Members have been selected based on their interest and commitment to community engagement and with the goal of engaging faculty from across departments and schools. The Faculty Advisory Board meets regularly during the academic year to receive reports from IPE leadership and to provide advice on IPE programs and initiatives.
II. 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.

NOTE: The terms community-based learning, academic service learning, and other expressions are often used to denote service learning courses.

1. a. Does the institution have a definition and a process for identifying Service Learning courses?

☑ Yes □ No

Describe requirements:

Wake Forest values service-learning and community engagement. The ACE Fellows program, which has supported service learning and community engaged scholarship for more than 12 years, defines Service Learning to include “a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities.” The Institute for Public Engagement promotes a similar definition of service learning, emphasizing both the academic value of community engagement as well as the reciprocal nature of the exercise which benefits both the student and the community.

A number of departments and schools have implemented rubrics which touch on the definition of service learning stated above. The School of Law launched its “Course of Applied Learning” to focus student attention on the intersection of academic preparation and community benefit. The School of Law is presently considering a certification or other transcript recognition for participation in this program.

The Dept of Religion has recently launched a Religion and Community Engagement program, which supports the linking of learning, service, and faith for vocational discernment.

b. How many formal for-credit Service Learning courses were offered in the most recent academic year? 211

What percentage of total courses? 17%

c. How many departments are represented by those courses? 35

What percentage of total departments? 34%
d. How many faculty taught Service Learning courses in the most recent academic year? 150
What percentage of faculty? 30%

e. How many students participated in Service Learning courses in the most recent academic year? 3,714
What percentage of students? 53%

2. a. Are there institutional (campus-wide) learning outcomes for students’ curricular engagement with community?

☐ Yes  ✓ No

Provide specific learning outcome examples:

An institutional commitment to community engagement is present at Wake Forest and is evident across the campus. While campus-wide learning outcomes for student curricular engagement with community have not been formally implemented by the faculty the University developed specific course evaluation tools for service learning courses as part of the Pro Humanitate Fund. These evaluation tools remain available for assessing learning outcomes.

In addition, the Institute for Public Engagement has developed a single assessment tool that defines learning outcomes for service learning courses. This tool assesses student attainment of the following outcomes: knowledge, competency, application, analysis, synthesis and evaluation. This tool also identifies quantitative outcomes and provides space for specific inputs for discipline specific core competencies for students engaged in service learning. The Institute for Public Engagement has made this tool available to all faculty through the Institute’s webpage. Additionally, the Institute is actively working to catalog all service learning courses offered at Wake Forest using this tool. Ultimately faculty will have a resource to draw upon to identify appropriate learning outcomes and strategies through a discipline specific lens.
b. Are there departmental or disciplinary learning outcomes for students’ curricular engagement with community?

☑ Yes ☐ No

Provide specific learning outcome examples:

The Wake Forest College integrates academics into a broad-based program of intellectual engagement with community service and strives to be a dynamic and diverse learning community, valuing knowledge, experience, and service for the benefit of humanity. The Graduate School, offers students and faculty a unique educational experience where the liberal arts flourish within a community that emphasizes teaching and scholarship, collaboration and community, hard work and public engagement. The Divinity School joins with churches and other faith communities to create opportunities for mutual learning and critical dialogue, including student internships and various forms of mentoring, consultation, community education, and shared advocacy. The Schools of Business integrate curricular engagement throughout the school’s offerings and include experiential learning components for graduate level students. The Law School integrates clinical education that provides students with opportunities to apply numerous curricular elements including, client counseling, document drafting, negotiation, trial advocacy, business development and public advocacy. Community engagement plays an integral part within the Education Department, for example, where students collaborate with the Winston-Salem/Forsyth County Schools to in developing skills in specialty area content, instructional practices, and learning theory.
c. Are those outcomes systematically assessed?

☑ Yes ☐ No

Describe:

All student learning outcomes are assessed by faculty, and to this extent, each of the outcomes above are systemically assessed. Wake Forest does not presently have one uniform assessment or evaluation tool for curricular community engagement. The Institute for Public Engagement will take on the role of developing a series of assessment tools which will be made available to faculty, students and community partners. Early versions of these tools are currently being reviewed by faculty. As a practical matter, assessment will always be highly individualized due to the range of outcomes being measured. Students in law, for example, will be assessed on very different measures than students in divinity, religion or education. To encourage assessment of those curricular elements that are focused on community engagement, the Institute will provide tools and collect data.

In addition, the Teaching and Learning Center provides faculty with assistance on defining and integrating assessment tools within curricular community engagement.
d. If yes, how is the assessment data used?

Describe:

While we do not have a uniform assessment matrix that applies to all service learning courses or community engagement, assessment data on student outcomes are used a number of ways. Traditionally, such data are used to determine student performance and mastery of subject matter. This data assesses understanding of material, analysis and synthesis within the course. At another level, data are used to assess student development that goes beyond instructional material within a course. Each service-learning course provides for reflection, in individual and group settings. These reflection exercises are used to assess student development outside of curricular content, through a better understanding of the student’s agency and role as a citizen. In the graduate and professional schools, assessment focuses on core competencies, such as instruction, client relationships, project management and other skills. Assessment provides a matrix to determine whether transferable skills are being developed. Assessment in each instance is used to refine engagement and service learning to best meet the needs of our community partners and allow for the student’s personal development within the context of our academic mission.
3. a. Is community engagement integrated into the following curricular activities?

- [x] Student Research
- [x] Student Leadership
- [x] Internships/Co-ops
- [x] Study Abroad

Describe with examples:

The Undergraduate Research and Creative Activities Center promotes undergraduate research and creative activity across Wake Forest College. The Center facilitates collaboration between undergraduates and faculty, provides venues for publicizing research results, and maintains a record of undergraduate scholarly activity. Community-based research are supported through this resource. As evident above, community engagement is a key part of the leadership experience of Wake Forest students. It is quite common for student organizations whose primary focus is not community engagement to participate in service projects in collaboration with other student organizations. For example Greek organizations, campus ministry groups, academic and social clubs have organized efforts to participate in Campus Kitchen, volunteer for Habitat for Humanity, host canned food drives, and volunteer at local nonprofit agencies. Wake Forest offers numerous internships for academic credit. These internships are administered through the Dean of the College for undergraduates and through each graduate school. Internship placement include: Counseling department placements with public schools; Divinity School placement with hospitals, faith based organizations and NGO’s; Education department placements in local K-12 public schools; Law School student placements in public interest law firms and offices of government. Through these internship programs Wake Forest places more than 300 students into collaborative work placements through summer immersion, individual study, and graduate course work each year. The Center for International Studies coordinates study abroad programs for the university, allowing for faculty to integrate curricular activities into. Among recent study abroad programs which have integrated engagement are, the study of public health outcomes in Nicaragua as part of a communication course, the student of entrepreneurship as an anti-poverty strategy in Africa by business students, assisting NGO’s in Central America and Africa with legal and business planning issues.
b. Has community engagement been integrated with curriculum on an institution-wide level?

☐ Yes  ☑ No

If yes, indicate where the integration exists:

☐ Core Courses  ☑ Graduate Studies

☐ First Year Sequence  ☐ Capstone (Senior level project)

☐ In the Majors  ☐ General Education

Describe with examples:

Students and faculty believe knowledge gained in classes and laboratories is used to make a difference for humanity. From classes that incorporate service learning to projects outside the classroom, the University encourages students to cultivate responsibility and civic-mindedness. Core courses which integrate community engagement range from natural sciences courses to social sciences, and professional fields of study—Field Program in Anthropological Archaeology, Biology and the Human Condition, Business and Enterprise Management Internship, Communicating for Health Behavior, Counseling Internship I and II, Health Issues on a Global Scale, and Children’s Law Externship to name a few. An extensive list of courses can be found on our Public Engagement website. The Religion Department has created a Community Engagement Track for its students that link learning, service, and faith to vocational discernment. The Divinity School requires that all students participate in a range of courses which focus on engagement, including two summer internships with appropriate nonprofit organizations, and the graduate business school also requires a curricular community engagement project. The School of Law offers 7 clinical programs that place law students directly into service with clients for academic credit. The Department of Education requires clinical teaching placements for graduate students, as does the Department of Counseling. Perhaps a sign of how well community engagement is integrated into the curriculum is the fact that these courses include the core course of study, first year courses, courses within several majors and capstone courses. By these measures, community engagement is well integrated into the curriculum. Dedicated to public education and community involvement, our Archeology Laboratories offers a variety of services to local governmental agencies, historical societies, special interest groups, and educators. Often working in cooperation with the Museum of Anthropology, the staff is available for classroom presentations.
4. Are there examples of faculty scholarship associated with their curricular engagement achievements (action research studies, conference presentations, pedagogy workshops, publications, etc.)?

☑ Yes ☐ No

Provide a minimum of five examples from different disciplines:

Community engagement is emerging as a distinct area of academic and scholarly work. To promote the cross-disciplinary work occurring at Wake Forest University, and to highlight the innovation that is occurring at our university, the IPE supports faculty participation at professional conferences. As a university member of Campus Compact, we welcome the opportunity for faculty to also present individually or with their student at annual conferences such as Pathways to Achieving Community Engagement (PACE).

Faculty and administrators participated in an interdisciplinary panel discussion on co-curricular opportunities for experiential learning at the WFU Sustainability Conference (2010).

Anne Boyle (English) recently co-wrote a forthcoming research paper with community partner Tracy McAninch, Curriculum and Testing Coordinator at a local middle school, entitled An Education in Writing: Stories that Serve the Community and First-Year College Writers. Having taught first-year composition as a service learning course four times over the last six years, Boyle and McAninch argue that service learning should not be “added on” to the first-year writing course, but it can be successfully integrated into a class to bridge the gap between writing theory and writing practice.


Daniel Kim-Shapiro (Physics) directs the Translational Science Center which focuses on the promotion and maintenance of functional health as people age. Initial pilot projects are looking at the effects of interventions on cognitive function and physical activity. The center team includes medical staff, behavioral scientists and basic scientists.
B. Outreach and Partnerships

Outreach and Partnerships describe two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use with benefits to both campus and community. The latter focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.

1. Indicate which outreach programs are developed for community:

- [ ] learning centers
- [x] tutoring
- [x] extension programs
- [x] non-credit courses
- [ ] evaluation support
- [x] training programs
- [x] professional development centers
- [ ] other (specify)

Describe with examples:

Tutoring and Mentoring Programs bring Wake Forest students and faculty into local elementary, middle and high schools in our community through formal tutoring programs through the Athletics Department, which places student athletes in schools as tutors and mentors, the Magnolia Scholars Program, which supports first-generation college students, and the Education Department, which places students and clinical faculty in partner schools. Additional tutoring programs are organized through the ACE Fellows Program and service learning courses. During the summer of 2010, the IPE launched a K-12 Education Initiative to coordinate tutoring and enrichment programs related to reading, math and science.

Extension Programs: The Maya Angelou Center for Health Equity at Wake Forest University Baptist Medical Center brings the University’s research and communication skills to serve the needs of our community by providing public health research and education resources targeted to the public health needs in communities of color locally and nationally. The Community Law & Business Clinic provides a full range of legal and professional consultancy services to community based organizations, including nonprofits that provide low-income housing, emergency assistance and many other vitally needed services. The CLBC is staffed by faculty from the School of Law, law students graduate business students and undergraduate students studying Spanish and communications.

Training Programs: Wake Forest has tremendous intellectual and human capital. Wake Forest works to bring these resources to the broader community through numerous training and capacity building programs. For instance, the Institute for Public Engagement hosts a series of capacity building seminars for nonprofit managers. Topics include board governance, marketing, budgeting and finance, communication, and strategic planning. The Schools of Business hosts the Babcock Incubator/Angell Center which provides over 500 low-wealth businesses with business development services during start up and expansion each year.
2. Which institutional resources are provided as outreach to the community?

- co-curricular student service
- work/study student placements
- cultural offerings
- athletic offerings
- library services
- technology
- faculty consultation

Describe with examples:

Co-curricular student service: The Volunteer Service Corps is a student run organization dedicated to furthering the University’s motto of “Pro Humanitate” by engaging students, faculty, and staff in meaningful volunteer service. Each year, students provide more than 80,000 hours of service to the community. VSC conducts annual outreach programming and provides a primary point of contact for community members interested in student service.

Cultural Offerings: Wake Forest provides numerous cultural offerings to the broader community. The Museum of Anthropology displays its own collection as well as traveling collections. The Secrest Series brings internationally renowned artists to the community. The Reynolda House houses a permanent collection of American art and regular traveling exhibits. In addition, faculty and students regularly perform on campus and in off campus venues. Each spring the campus hosts a range of cultural festivals, all of which are open to the public.

Athletic Offerings: Athletic events are open to the general public with costs that range from free to nominal. Some athletic facilities are open to the general public, including tracks, running trails, and main gym. The athletics department sponsors numerous training programs and summer camps for school age children, all at modest cost. Athletes Care is an initiative where all WFU Athletes participate in various community projects of service throughout the year.

Library Services: All library resources are open and available for use by the general public.

Faculty Consultation: Over 200 Wake Forest faculty members serve in leadership positions on nonprofit boards. Members of the broader community may request faculty consultations through the Institute for Public Engagement.

Students have also completed work-study placements at such agencies as Big Brothers Big Sisters and the YMCA.

3. Describe representative partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships). Use the attached Excel file to provide descriptions of each partnership.
4. a. Does the institution or do the departments work to promote the mutuality and reciprocity of the partnerships?

☐ Yes  ☑ No

Describe the strategies:

Reciprocity is central to Wake Forest’s public engagement strategy. To assure that our public engagement efforts promote both an academic outcome and a community benefit, the university has designed the following strategies.

Reciprocity is served by maintaining open, effective lines of communication whereby community partners can express not only their needs, but their opinions. To this end, the IPE serves as one point of contact on curricular community engagement and program assessment. IPE staff is available to meet stakeholders from the broader community to discuss the university’s efforts and develop joint, reciprocally beneficial programs.

Accountability is required for effective service. The university must be accountable to the community with which it engages when pursuing public engagement programs. To instill accountability into our programs, the IPE has done two things. First, the IPE has organized a community focus group with representatives from across the community. This group will meet annually to provide the University with insight into the impact and effectiveness of our engagement efforts. The Provost has agreed to attend these meetings. Second, the IPE has organized a community advisory board which will meet quarterly. The IPE director and staff will meet with this board to provide regular reports on the university’s community engagement efforts.

By creating institutional structures for our community partners to tell us how to better meet their needs, we believe we have a greater chance of developing truly reciprocal relationships through our engagement efforts.
b. Are there mechanisms to systematically provide feedback and assessment to community partners and to the institution?

☑ Yes  ☐ No

Describe the mechanisms:

As mentioned above, reciprocity is central to Wake Forest’s public engagement strategies. Wake Forest is committed to a public engagement strategy that reflects mutual benefit to all involved, including our students and our community partners and stakeholders. To assure that reciprocity is maintained, Wake Forest facilitates the community advisory board and focus groups described above. In addition, the Institute for Public Engagement serves as one point of contact for our community partners who seek to provide Wake Forest with feedback and evaluation. The Institute is staffed during regular business hours year round, and community partners may contact the Institute by phone, email or by visiting our offices in Reynolda Hall, the University’s central administrative office.

Wake Forest recognizes that additional evaluation may be obtained through our community partners direct engagement with us. To this end, Wake Forest provides all community partners and stakeholders with a series of assessment tools which can be downloaded from the Institute for Public Engagement’s website and returned to the University either by mail or electronically. These tools have been developed by Wake Forest and intend to assess qualitative as well as quantitative outcomes from the university’s engagement efforts.

Through the combination of standing advisory boards, regular focus groups and individualized assessment efforts, Wake Forest has created a multi-dimensional space for our stakeholders and community partners to participate in informing and shaping the university’s community engagement efforts.
5. Are there examples of faculty scholarship associated with their outreach and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.)?

☑ Yes  ☐ No

Provide a minimum of five examples from varied disciplines:

Ajay Patel (Finance and former Dean) partners with economic development organizations in Central America and Africa to deliver business consultancy services for micro-enterprises. He has created a curriculum for business owners in these areas that teaches the most important elements of business development, including financial management, logistics, operations, marketing and strategy.

Jeanne Simonelli, applied cultural anthropologist, has worked in partnership with communities in Mexico and the Southwest US for more than two decades. She has published extensively on her community based research; her most recent publication, Crossing Between Two Worlds, the Navajo of Canyon de Chelly, details the balance between the old and the new for this community in northeastern Arizona.

Jack Rejeski (Health and Exercise Science) is the principal investigator on a community based project funded by NHLBI that is examining the effects of weight loss and physical activity on mobility disability of older adults who are at risk for CVD and live in rural communities, and is the senior behavioral scientist at the coordinating center for a multi-center trial funded by NIA on physical activity and disability in at-risk, older adults.

Earl Smith (Sociology) has partnered with numerous community based organizations working on issues of social justice for prisoners. His publications include numerous works detailing his community based research and policy analysis. His forthcoming book, Prisoner Re-entry and Social Capital. Latham, MD: Lexington Books. adds to his significant scholarship in the area. He serves on the advisory board of the Daryll Hunt Project for Innocence and Justice in NC.

As part of a first year course on physics, Jed Macosko (Physics) worked with the Atkins High School in Winston Salem to develop a curriculum for teaching cellular physics and biology to middle and high school students. The end result is Biobotz (http://biobotz.com), a edutainment vehicle that teaches the complexities of cellular physics.
III. Wrap-Up

1. (Optional) Use this space to elaborate on any short-answer item(s) for which you need more space. Please specify the corresponding section and item number(s).

Limit to 2960 characters (approx. 400 words)
Wake Forest University has entered a new phase in its commitment to public engagement. Building upon the foundation of community engagement found in our university's Mission Statement and Motto, and continuing the work of the Pro Humanitate Center and the Pro Humanitate Fund, Wake Forest University has created its “Institute for Public Engagement” to serve as a resource to launch new engagement efforts and nurture those that exist. The Institute for Public Engagement is an academic office within the Office of the Provost. As an academic office under the leadership of our Provost, the Institute enjoys a direct connection to faculty when promoting the value of community engagement. Most significantly, the Institute will be sustained through an endowed fund, and enable community engagement to become more greatly institutionalized throughout our university.

Staffed by a team of five, the Institute provides both resources and administrative support for community engagement. Resources include the Mini Grants Fund, which provides funding to underwrite the costs of service learning courses, and the Community Fellows Program, a fund to bring community leaders to campus to participate in course instruction. With these and other resources, the Institute both brings our service learning into the community as well as brings the voice of our community leaders to campus.

Because of the Institute’s central place within the University, the office has been designed to serve as a single point of contact for our community partners, enhancing our data collection and aggregation ability. The Institute also serves to convene our community partners, focusing our resources to our partner’s needs. These relationships and resources have allowed the Institute to define and pursue new, innovative programs, including the K-12 Education Initiative and our impact assessment efforts.

Wake Forest brings a new integrated approach to our community engagement strategies with the establishment of the Institute for Public Engagement.
3. (Optional) Please provide any suggestions or comments you may have on the documentation process and online data collection.

Limit to 2960 characters (approx. 400 words)

4. May we use the information you have provided for research purposes beyond the determination of classification (for example, conference papers, journal articles, and research reports), with the understanding that your institution's identity will not be disclosed without permission? (Your answer will have no bearing on the classification decision.)

☑ Yes ☐ No

Thank you! Please remember to save and print this application for your records.
II.B.3. Using the following grid, describe representative partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships).

**Name of Institution:** Wake Forest University

<table>
<thead>
<tr>
<th>Partnership Name</th>
<th>Community Partner</th>
<th>Institutional Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 K-12 Education Initiative</td>
<td>Winston Salem Forsyth County Public Schools</td>
<td>Wake Forest College; Dept. of Education, Institute for Public Engagement</td>
</tr>
<tr>
<td>2 Community Outreach Partnership and Care Program</td>
<td>Maya Angelou Center for Health Equity</td>
<td>School of Medicine, Graduate School</td>
</tr>
<tr>
<td>3 Cherry Street/Smith Farm Neighborhood Building Project</td>
<td>Habitat for Humanity</td>
<td>Central Administration Offices (including President, Provost, Vice Presidents and Associate Provosts); Multiple Departments; VSC; IPE</td>
</tr>
<tr>
<td>4 Forsyth Futures</td>
<td>Forsyth Futures</td>
<td>Pro Humanitate Center; Institute for Public Engagement</td>
</tr>
<tr>
<td>5 Piedmont Triad Research Plaza</td>
<td>NC Biotechnology Center</td>
<td>Wake Forest College; Wake Forest Graduate School</td>
</tr>
<tr>
<td>6 Babcock Demon Incubator Program</td>
<td>Adjuvant, National Business Incubation Association, Piedmont Triad Research Park, NC BioNetwork, NC Biotechnology Center, WFU Institute of Regenerative Medicine, Virginia Tech, Translational Science Institute, Winston-Salem Tech Council, NC Small Business and Technology Development Center</td>
<td>School of Business; Center for Entrepreneurship</td>
</tr>
<tr>
<td>Partnership Name</td>
<td>Community Partner</td>
<td>Institutional Partner</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Cuban Book Project</td>
<td>Cuban Artists in Cuba and the United States</td>
<td>Department of Romance Languages</td>
</tr>
<tr>
<td>Eastern Band of Cherokee</td>
<td>Eastern Band of Cherokee</td>
<td>Department of Religion</td>
</tr>
<tr>
<td>HandsOn NW NC</td>
<td>HandsOn NW NC (access to over 50 agencies)</td>
<td>Pro Humanitate Center; Institute for Public Engagement, Volunteer Service Corp</td>
</tr>
<tr>
<td>Nicaragua Nexus</td>
<td>Numerous NGO's and educational institutions in Nicaragua</td>
<td>Schools of Business, School of Law, Wake Forest College, Graduate School, School of Divinity</td>
</tr>
</tbody>
</table>
### II.B.3. Using the partnerships were in place during the previous fiscal year

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Purpose</th>
<th>Length of Partnership</th>
<th>Number of faculty</th>
<th>Number of students</th>
<th>Grant funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To assist in providing K-12 education through our public schools; offer tutoring and enrichment programs for students.</td>
<td>More than 20 years</td>
<td>5</td>
<td>50</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>Aims to model for North Carolina and the broader community best practices and standards in transforming how health and wellness information is translated and delivered to communities, as well as assisting in providing oversight on how partnerships between researchers, community members, and health systems are making a difference for people's health and community centered-research priorities.</td>
<td>Since 2002</td>
<td>7</td>
<td>20</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>To provide affordable housing and promote sustainability.</td>
<td>Approximately 10 years</td>
<td>50</td>
<td>200</td>
<td>No</td>
</tr>
<tr>
<td>4</td>
<td>To identify emerging needs in our community and coordinate public engagement</td>
<td>Since 2002</td>
<td>6</td>
<td>0</td>
<td>No</td>
</tr>
<tr>
<td>5</td>
<td>To provide technical advise and assistance on regional and statewide biotechnology economic development efforts</td>
<td>Since 2007</td>
<td>25-30</td>
<td>&gt;100</td>
<td>Yes</td>
</tr>
<tr>
<td>6</td>
<td>To encourage entrepreneurship and economic development in our community; to increase the number and quality of growth-oriented early stage ventures in the Triad, support the growth of the Piedmont Triad Research Park, support the commercialization of university developed intellectual property, and deliver experiential educational opportunities to students.</td>
<td>Since 2002</td>
<td>5-10 annually</td>
<td>15-30 students annually</td>
<td>No</td>
</tr>
<tr>
<td>#</td>
<td>Purpose</td>
<td>Length of Partnership</td>
<td>Number of faculty</td>
<td>Number of students</td>
<td>Grant funding</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------</td>
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<tr>
<td>7</td>
<td>To promote the work of Cuban artists in the context of post-revolution Cuba</td>
<td>Since 1988</td>
<td>4</td>
<td>30</td>
<td>Yes</td>
</tr>
<tr>
<td>8</td>
<td>To preserve the cultural and religious heritage of the Eastern Band of Cherokee and to assist in improving the lives of people living in this community.</td>
<td>Since 2005</td>
<td>6</td>
<td>35</td>
<td>Yes</td>
</tr>
<tr>
<td>9</td>
<td>To build the capacity of the nonprofit sector in our community</td>
<td>Since 2008</td>
<td>3</td>
<td>34</td>
<td>No</td>
</tr>
<tr>
<td>10</td>
<td>To create economic and development opportunity for the people of Nicaragua</td>
<td>since 2008</td>
<td>13</td>
<td>90</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Institution Impact</td>
<td>Community Impact</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>Curriculum development; community based participatory research; student learning</td>
<td>Enhanced academic performance; increased service delivery; improved environment</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Skills development; community based participatory research; faculty professional</td>
<td>Improved public health outcomes; health equity</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>development; public health improvement; student service</td>
<td></td>
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<tr>
<td>3</td>
<td>Increased service opportunities; leadership development among undergraduate and</td>
<td>Increased housing opportunities for the poor; enhanced communities and</td>
<td></td>
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<tr>
<td></td>
<td>graduate students. Some professors who have taught service learning courses have</td>
<td>improved neighborhoods</td>
<td></td>
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<td></td>
<td>related this experience to other social issues addressed in the course (i.e economic</td>
<td></td>
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<td></td>
<td>development, poverty, education, employment)</td>
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<tr>
<td>4</td>
<td>Forsyth Futures is a research organization that serves local government and</td>
<td>Increased resources; increased services; enhanced capacity for service delivery</td>
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<td></td>
<td>nonprofits. This partnership allows for coordination of our community based research</td>
<td>and policy development; and coordination of service delivery</td>
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<td></td>
<td>and community engagement efforts. In addition, this offers increased professional</td>
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<td></td>
<td>development opportunities for our faculty and administration along with curriculum</td>
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<tr>
<td></td>
<td>development.</td>
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<tr>
<td>5</td>
<td>Applied research; leadership development; curriculum development; student learning;</td>
<td>Enhanced strategic planning for economic development; increased capacity for</td>
<td></td>
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<tr>
<td></td>
<td>internships with Targacept have been co-funded through this partnership.</td>
<td>research in biotech sector</td>
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<tr>
<td>6</td>
<td>Student learning outcomes; additional programming; curriculum development; research</td>
<td>Economic development; organizational development; coordination of resources; and</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>community development</td>
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<tr>
<td></td>
<td>Institution Impact</td>
<td>Community Impact</td>
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</tr>
<tr>
<td>7</td>
<td>Student learning outcomes; additional programming; curriculum development; research</td>
<td>Provides a voice for the Cuban experience; increases awareness of human rights and social justice issues; promote a pluralistic and just society.</td>
<td></td>
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<tr>
<td>8</td>
<td>Faculty development; curriculum development; research; and student learning outcomes</td>
<td>Addresses the social and economic inequities that exist for Native American people and improves the Tribes ability to deliver service to individuals.</td>
<td></td>
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<tr>
<td>9</td>
<td>Public engagement; faculty development; student learning outcomes; community based research</td>
<td>Builds the capacity of the nonprofit sector to deliver services and operate efficiently. More than 400 nonprofits are reached each year through this partnership.</td>
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</tr>
<tr>
<td>10</td>
<td>Increases international service learning opportunities; enhances curriculum, student learning outcomes; supports community based participatory research and our strategic plan.</td>
<td>Improved economic, social and health outcomes for people living in Nicaragua.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>