Executive Summary

Background
In 2014, Arizona State University (ASU) completed an institutional self-study for reclassification as a community-engaged campus by the Carnegie Foundation for the Advancement of Teaching. ASU received this distinction in 2006, during the early stages of its redesign as a New American University. The transformation ASU demonstrated since the initial classification is substantially depicted, from quantity and quality of mutually-beneficial partnerships to the breadth of community-engaged research and service learning pursued by Sun Devil students and faculty. ASU is one of 361 institutions to receive the classification since 2006, and is one of 157 institutions to receive the 2015 reclassification. ASU’s reclassification is a testament to its university-wide commitment to social embeddedness.

Advantages to the Achieving the Carnegie Designation

• Affirms and documents diversity of approaches to community engagement
• Recognizes good work while encouraging ongoing development
• Earns legitimacy of the Carnegie Classification System
• Assures public of institutional quality
• Creates critical data sets and on-going record keeping
• Facilitates decision making and planning
• Spurs institutional strategic change

Community Engagement Classifications as defined by the Carnegie Foundation
Community Engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The application for the classification has three sections:

1. Foundational Indicators includes examples of leadership statements, institutional identity and culture and institutional commitment (including funding, infrastructure, documentation and faculty rewards.)
2. **Curricular Engagement**: the teaching, learning and scholarship engage faculty, students, and community in mutually beneficial and respectful collaboration.

3. **Outreach & Partnerships**: the application and provision of institutional resources for community use, and the collaborative interactions with community and related scholarship for mutually beneficial exchange, exploration and application of knowledge, information and resources.

**Section Summaries**

The self-study process resulted in a 75-page report that outlines the university’s commitment to community engagement.

**Foundational Indicators**

- Since the last classification, ASU has made strategic enhancements to the organizational structure and resource allocation to strengthen social embeddedness, including:
  - The formation of **Educational Outreach and Student Services**, **Access ASU** and **ASU Preparatory Academies**
  - The designation as an Ashoka U Changemaker Campus, and the formation of **Changemaker Central** hubs.
  - The launch of the **Entrepreneurship and Innovation Group**.
  - The expansion of **ASU Lodestar Center for Philanthropy and Nonprofit Innovation**

- **Funding**: Seven colleges reported over $25 million in external funding supporting institutional engagement with the community. Eight colleges reported investing a collective $6 million internally to fund community engagement programs. ASU externally invests over $5 million for community development by funding initiatives such as the **ASU Preparatory Academies**, **Lodestar Center for Philanthropy and Nonprofit Innovation**, **ASU SkySong** and the **Entrepreneurship and Innovation Group**.

- The following programs documented exemplar methods for measuring and tracking the impact of community engagement and community-based research efforts.
  - Mary Lou Fulton Teachers College’s **Arizona Ready for Rigor Project** and **Professional Learning Library**
  - Community Engagement Programs’ partner database and evaluation system
  - The **School of Social Work** community partner database and survey system
  - The **Southwest Interdisciplinary Research Center** community training needs assessment.

- Student engagement greatly increased from the last classification; in 2012-2013, **over 19,000 students completed 778,095 hours of service**, an 86 percent and 94 percent increase, respectively, from 2006.
• The Mayo Clinic partnership was recognized for its impact on faculty; the creation of the Mayo Medical School partnership, joint appointments and applied healthcare research innovations involve over 287 faculty in work that otherwise would not occur at ASU.

• The Downtown Phoenix campus was recognized for its impact on the city and institution; 3,750 students are projected to live on campus by 2020 and its economic impact on the city has brought $500 million per year in spending and $700 million in revenue, and it has created over 7,700 jobs.

• ASU offers many opportunities for faculty and staff professional development supporting campus-community engagement, including the Lodestar Center for Philanthropy and Nonprofit Innovation, Del E. Webb School of Construction, DREAMZone, Southwest Interdisciplinary Research Center and the ASU Chicano/Latino Faculty and Staff Association.

• Nine out of twelve academic colleges and schools reward community engagement as a form of service for promotion and tenure. Four out of twelve reward it as a form of research, including Herberger Institute for Design and the Arts, the College of Nursing and Health Innovation, College of Public Service and Community Solutions and Ira A. Fulton Schools of Engineering.

• ASU offers students a variety of university-wide awards and scholarships for community engagement, including the Spirit of Service Scholarship Program, the Barrett Honors College Outstanding Graduate Award for Community Service and the Changemaker Award for Social Change.

• ASU excels at promoting diversity and inclusion through community engagement. Specific efforts highlighted include Access ASU, ASU Preparatory Academy, the Academic Excellence through Diversity Program, the American Indian Initiatives Tribal Nations Tour, the Disability Resource Center Transition Program and Entre Nosotr@s.

Curricular Engagement

• The university taught 339 Community-Based Learning (CBL) courses in 2012-2013, which is a 322-course increase from the last application.

• 107 faculty representing 32 departments taught a CBL course, an increase of 103 faculty and 21 departments since the last application.

• In 2012-2013, 5,688 students (unduplicated headcount) were enrolled in a CBL course; an 889% increase from the 575 students reported in 2006.

• While ASU saw substantial increases in curricular engagement, there is still a great opportunity to engage a broader population of Sun Devils. An improved system of tracking and marketing service learning opportunities would benefit ASU students and the community.
Examples of community engagement integration with curricular activities and courses include:

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<td>General Education Credits</td>
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<td>Ira A. Fulton Schools of Engineering Global Capstone Systems Design Program</td>
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<td>In the Majors</td>
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<td>College of Letters and Sciences’ BIS 401/ USL cross-list.</td>
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<td>Sandra Day O’Connor College of Law’s clinical program</td>
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<td>Other</td>
<td>Herberger Institute’s Socially Engaged Practice Certificate</td>
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Faculty who have translated community-based teaching into research to improve such pedagogy include Mark Henderson, Marcy Karin, Debra Hagler, Claire Lauer, Charles Redman, Katja Brundiers and Arnim Wiek.

Outreach and Partnerships

The following outreach programs represented ASU’s commitment to community capacity building and cultural offerings in the application.

- Osher Lifelong Learning Institute
- The Office of American Indian Projects
- Continuing Education Website
- Ask A Biologist
- The Antislavery Literature Project
- Chandler Innovation Center
- Martin Luther King March on West
- Eight, Arizona PBS
- Professional Learning Library

Three strategies have guided ASU’s efforts to improve our education partnership practices: 1) targeting partnerships in areas of high need, 2) tailoring programs based on the partners’ needs and resources; and 3) embedding ASU staff into the communities. These strategies improve the mutuality, productivity and sustainability of ASU’s education partnerships.

- Access ASU demonstrates such mutuality by data-sharing with high schools in Glendale Union, Phoenix Union, Mesa, Tempe Union, and Tolleson Union High School Districts. Additional programs that provide solid examples of partnership assessment include America Reads, Community Action Research Experiences Program, Sanford School of Social and Family Dynamics’ Starting School Successfully, and Southwest Interdisciplinary Research Center’s Community Engagement and Outreach Core.

Many ASU faculty members collaborate with community partners to advance scholarly research. The following faculty members were highlighted:

- **Dr. Angela Chen**, associate professor in the College of Nursing and Health Innovation, for her work with the Genesis Academy for a bilingual, web-based HIV/STI intervention program for low-income Latina adolescent females.

- **Dr. Larry Dumka**, professor in the School of Social and Family Dynamics, has collaborated with over 16 community agencies through the Community Action Research Experiences.

- **Dr. Stephen Kulis**, as part of the College of Public Service and Community Solutions’ Southwest Interdisciplinary Research Center, collaborated with the Phoenix Indian Center and the Coalition of American Indian Center of Arizona to conduct Parenting in 2 Worlds,
an urban American Indian parenting program that prevents substance use and risky sexual behavior among American Indian youth.

- **Dr. Dominique Roe-Sepowitz**, associate professor in the School of Social Work, for her work with the Phoenix Police Department Vice Enforcement Unit to study the high correlation of the Super Bowl and prostitution and trafficking ads, leading to development of intervention programs for adult victims.

- **Dr. Nancy Rodríguez**, professor in the School of Criminology and Criminal Justice, partnered with the Arizona Department of Economic Security, Arizona Criminal Justice Commission and the Arizona Department of Corrections to identify how parental incarceration impacts children and develop prevention and intervention programs to address such needs.

The application also included a grid that allowed the university to highlight 15 representative partnerships.

1. **America Reads**, Community Engagement Programs
2. **ASU AmeriCorps**, Community Engagement Programs
3. **ASU Mayo Clinic Clinical Partnership**
4. **Bridges to High School**, Department of Psychology
5. **Changemaking in Education**, Barrett, The Honors College
6. **Every Little Step Counts**, Southwest Interdisciplinary Research Center
7. **Hispanic Mother Daughter Program**, Access ASU
8. **iTeachAZ**, Mary Lou Fulton Teachers College
9. **Measuring Competency with Simulation: The Nursing Performance Evaluation**, College of Nursing and Health Innovation
10. **Modeling Instruction Program**, Department of Physics
11. **Prison English**, Department of English
12. **Quanta**, Office of Knowledge Enterprise Development
13. **Sustainability Sciences for Sustainable Schools**, School of Sustainability
15. **University Service Learning**, Community Engagement Programs

**Conclusion**

The Carnegie report documents ASU’s substantial transformation as a socially embedded institution since 2006. While this report undoubtedly communicates the strong level of social commitment of Arizona State University, it also reveals opportunities to further advance the impact we create locally and globally. In operationalizing our charter, we must deepen our responsibility to the economic, social and cultural vitality of our communities, so that in 2025, the next reclassification will reveal unprecedented levels of engagement and impact.