The Carnegie Elective Classification for Community Engagement

VILLANOVA UNIVERSITY

2008 Documentation Submitted:
September 1, 2008

2008 Classification for Community Engagement Awarded:
December 18, 2008

I. Foundation Indicators

A. Institutional Identity and Culture

I.A.1. Does the institution indicate that community engagement is a priority in its mission statement (or vision)? Yes No Quote the mission (vision):

100 words

Yes

"[Villanova] seeks to add its influence to the search for world peace and justice by means of both its academic programs and the pastoral ministry it provides for the members of the University community. In like manner, the University has always encouraged and supported its faculty, students and staff in providing public service to the community. Ultimately, all these programs and support are seen as a means of developing the total person: intellectually, emotionally, spiritually, culturally, socially, and physically."

Community engagement is explicit as well in the mission/vision statements of all colleges and key divisions, such as Campus Ministry and Student Life.

I.A.2. Does the institution formally recognize community engagement through campus-wide awards and celebrations? Yes No Describe with examples:

300 words

September's SAINT THOMAS OF VILLANOVA CELEBRATION honors our Patron, a 16th-century Augustinian- the father of the poor. The event expanded with the Presidential Inauguration of Peter M. Donohue, OSA, in 2006, to incorporate a Day of Service. Last year over 1,000 students, faculty, staff, alums, and families served 44 sites in Greater Philadelphia, culminating with a shared a meal on campus. Alumni chapters worldwide also participate.

PEACE AND JUSTICE EDUCATION gives the Thomas J. Mentzer Award to a senior who has contributed service to expanding opportunities for the poor and marginalized and the Dorothy Day-Thomas Merton Award to a senior for academic excellence and contributions in furthering justice and peace. The Adela Dwyer-St. Thomas of Villanova Peace Award recognizes an individual or group for contributions toward understanding the meaning and conditions of justice and peace. Recipients include author Jonathan Kozol, Archbishop Desmond Tutu, Congressman John Lewis and Project HOME.

Service runs deep at COMMENCEMENT. Ken Hackett, President, Catholic Relief Services, was the 2008 speaker. Other recent honorary degree recipients include:

- 2008 Jane Golden- has directed the creation of over 2,800 murals in Philadelphia, forging alliances between artists, communities and ex-graffiti writers

- 2007 Rev. Michael J. Doyle- runs Heart of Camden, a community development organization

- 2005 Sr. Angela Murdaugh- provides health care to poor, underserved pregnant women in Texas

Academic breaks begin with a COMMISSIONING CEREMONY blessing and sending forth students, faculty and staff who will engage in service.

HUNGER AND HOMELESSNESS AWARENESS WEEK, begun in 1972, is a week of educational programs, fasts, a Bread & Soup Lunch and service activities raising awareness and resources for the poor.

On BALLOON DAY, held each spring since 1973, balloons cover campus as we celebrate community welcoming over 200 children from Philadelphia area schools and persons with disabilities to campus for a carnival (all from community partners, each with a Villanova host)

I.A.3a. Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community? Yes No Describe the mechanisms:

400 words

Four principal offices deal with community engagement; each has a well-developed assessment system:

A. CAMPUS MINISTRY regularly runs two dozen community engagement programs each academic year, from tutoring inner city children to service trips in third world countries. Villanova's Office of Planning, Training and Institutional Research (OPTIR) developed a standardized form, "Evaluation of Programs and Activities," which is administered to all student participants. Input from community partners is collected through interpersonal email or telephone discussions with staff, and in certain cases, through a second standardized form (e.g., for Service Break trips).

B. STUDENT LIFE coordinates multiple programs from Special Olympics Fall Festival to a weekly tutoring/mentoring program for several hundred grade school students. Assessment is specially tailored to each program. For example, each semester, the tutoring/mentoring program disseminates both participant evaluation forms and evaluation forms for the community partner to assess our students and the University. The Coordinator also conducts an evaluation visit with each agency each semester. Team leaders complete monthly evaluation forms. The Special Olympics Fall Festival has its own evaluation team of Special Olympics athletes, family and community members and Villanova student, faculty and staff, employing standardized Special Olympic assessment procedures.

C. THE SOPHOMORE SERVICE LEARNING COMMUNITY, an academic forerunner in community engagement, began in 2000 in response to first year students desiring more intensive service opportunities. One hundred twenty students live in the same residence hall where they attend weekly service seminars. Students are required to take a formal service learning course each semester and serve at local non-profits. Monthly contacts with each community partner by the Coordinator as well as an evaluation meeting each semester are the assessment mechanisms, along with a student team that works continuously with each partner to plan, implement and evaluate projects. OPTIR developed a battery of three survey instruments to be introduced Fall 2008 for students, partners and faculty to more thoroughly assess the program.

D. One of the President's chief assistants personally coordinates Saint Thomas of Villanova Day of Service (See above I.A.2.) with a DAY OF SERVICE COMMITTEE of faculty/staff/students that meets year round. Formal, customized survey instruments designed by OPTIR collect quantitative/qualitative data from participants and site leaders. Additionally, each community partner is interviewed by a Day of Service Committee member. A third instrument has been developed for 2008 to more systematically quantify community partners' evaluations.

I.A.3b. Does the institution aggregate and use the assessment data? Yes No Describe how the data is used:

300 words

Yes.

A. CAMPUS MINISTRY receives formal, annual reports from OPTIR (based on the standardized questionnaire–see I.A.3a.) summarizing results by all 24 programs. The Executive Director reviews these and separate reports from all program coordinators. For over 25 years, time has been set aside at annual strategic planning retreats (as well as staff meetings as needed) to review evaluation findings as a team, spotlight change areas and make improvements.

B. STUDENT LIFE programs also use data intensely and systematically for improvement. For example, in the tutoring/mentoring program, a Student Training Director compiles the data. Results are regularly reviewed by a 12-person Student Executive Committee to learn the communities' perspectives regarding needs and injustices, as well as adapt, innovate and continuously improve the program. Input is also used to identify new service sites. In Special Olympics, evaluation information is distributed to Special Olympics Pennsylvania staff and the Fall Festival Committee. Evaluation reports are disseminated to the various committees to use in preparing for the following year. Special Olympics Pennsylvania independently distributes a satisfaction survey to family members, delegation leaders and athletes.

C. SERVICE LEARNING COMMUNITY utilizes an 11 member Student Leadership Council to assess the program continuously. Moving forward, the coordinator and the

team will receive statistical reports each semester from the new survey battery (see I.A.3a.) for further analysis and program enhancement.

D. DAY OF SERVICE COMMITTEE employs aggregate statistical reports prepared by OPTIR assessing important dimensions of the project (from planning to personal learning). Although labor intensive, OPTIR trained students who classified more than 1811 open-ended responses, then developed summary reports lending context to the statistics. Two planning team members are charged with directly relating to community partners, including assessing the Day. All reports and results are reviewed by the planning team resulting in numerous improvements.

I.A.4. Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution?

300 words

Yes.

Community engagement is accented in key communications that convey the nature of Villanova:

Multiple homepage website links (www.villanova.edu) such as:
- A Message from the President
  - ► *"We are a Catholic and Augustinian University with a…commitment to the greater good. Saint Augustine believed in the intrinsic connection between the mind and the heart….[W]e celebrate this relationship through a passionate pursuit of knowledge and service to others."*
- Campus Ministry
  - ► *"We invite you to take advantage of the many opportunities for involvement from the liturgies to the service opportunities…"*
- Student Life
  - ► *"From here, a prospective student can learn about programs and organizations, both opportunities for involvement from the liturgies to the service opportunities..."*
- Admissions
  - ► Highlights Villanova's *"strong traditions of service and community involvement."*
- Service Learning
  - ► "Connections and commitment…that's the essence of Villanova's community philosophy, which joins local residents and Villanovans in service work of all kinds."*

Our viewbook, *Compassionate Minds,* summarizes our Augustinian heritage combining academics and service:
> *"St. Augustine said scholarship is made more valuable by service. Villanova students may take advantage of prodigious opportunities to blend academic*

pursuits with service to others, including working with at-risk elementary school students, guiding illiterate adults to the joys of the written word, or building homes for low-income families through Habitat for Humanity.*"*

The theme of "Service" is infused throughout the viewbook (e.g., introductions to each of Villanova's four colleges).

Villanova Magazine, published quarterly (readership 275,000), regularly features Villanova's community involvement, including partnerships and service. For example the latest issue (Spring 2008), contains four articles directly related to service, while the cover of the Fall 2007 issue pictures students on our Day of Service.

Transitions, parents' guide to Villanova, underscores service and our many community outreach opportunities.

I.A.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.

300 words

Yes.

Service is an essential dimension of Villanova, receiving renewed emphasis by our President, Reverend Peter M. Donohue, O.S.A., as exemplified by:

Inauguration Speech, September 2006:

"Our belief in the concepts of Veritas, Unitas and Caritas requires action.… One of my requests was that this inauguration celebration would include a day of service, a time for us, in love, to share what we have with those around us. I call each of us to make every day such a day."

State of the University Address, December 2006:

"Recently, Villanova hosted the Special Olympics Pennsylvania Fall Festival. This was the 18th consecutive year that Villanova hosted this event…. It is clear that the Villanova University community embodies the ideals of a service-learning institution.
I was particularly happy with the success of the Community Day of Service. .Well over 1,000 people took part in activities here in the Greater Philadelphia region and alumni chapters throughout the country…. This is such an important illustration of the principles which our community represents….Villanova continues to be a national leader in this area. Over fall break, students took part in more than 40 Habitat for Humanity trips …"

State of the University Address, November 2007:

"With our mission as a focus…. I continue to take great pride in the widespread dedication of Villanovans everywhere to responding to the needs of others."

President's Report: 2006-2007

"Villanova commits itself to research and education for justice with a special concern for the poor and compassion for the suffering. The University encourages faculty, students, and staff in the praxis of service and research, helping to create a more just and sustainable world by providing public service to the community."

In addition, our VP for Academic Affairs wrote in Villanova's journal Academics (Spr. 2008) that we will "continue the tradition of extending a helping hand to those in need" while, at the same time, seeking to "realize the full potential of academic scholarship by applying it to societal problems, issues and needs."

B. Institutional Commitment

I.B.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:

400 words

Three campus-wide coordinating bodies support and advance community engagement:

1. The Saint Thomas of Villanova DAY OF SERVICE COMMITTEE is led by the President's Office. With 1,000 participants and over sixty 2008 service sites (schools, parishes, community centers, nursing homes, etc.), this project is one of the most ambitious of its type. Eight standing teams are led by a professor or administrator with a student partner. These leaders meet year round to plan, implement, assess and improve the event.

2. CAMPUS MINISTRY, engages in every aspect of University life through prayer, liturgy, community service, and pastoral care.

Campus Ministry operates over twenty distinct service projects, each day of the week, including: the largest Habitat for Humanity Program of the 250 higher education institutions in Habitat's Collegiate Challenge; service break trips to impoverished domestic areas and in fifteen countries on three continents; after school tutoring/mentoring; Hunger Awareness Week and others. Campus Ministry partners with over fifty community organizations.

Five full time campus ministry associate directors are committed 100% to coordinating service. The Executive Director and two support staff dedicate major portions of their time to service. Over 50 trained student leaders provide day to day project assistance.

3. STUDENT LIFE oversees student groups, including sororities and fraternities, encompassing an extensive array of direct service and charitable fundraising. The Villanova Student Life Community Service Office, with a full-time director and four student workers, coordinates major programs such as Rays of Sunshine, placing 175 students each semester in 19 service agencies. Services are mostly tutoring and mentoring inner city Philadelphia youth; however, other populations are served, including: nursing home residents, children with disabilities, and the mentally impaired. Another 15 to 30 students per week participate in the Once and Done Program, designed for those students unable to make a semester-long commitment but preferring to select service on a week to week basis.

Begun in 1988, the Special Olympics Fall Festival held at Villanova is currently the largest student-run Special Olympics event in the world, attracting over 1,000 athletes and 400 coaches from across Pennsylvania competing in six sports. Last year's Festival drew over 2,500 volunteers from the student body and the surrounding community. Villanova staff for this event includes the Assistant Director of Student Development, an 80 member student committee, along with secretarial support and coordinating assistance from the offices of Athletics, Dining Services, Facilities, and Public Safety.

I.B.2a. Are there internal budgetary allocations dedicated to supporting institutional engagement with community? Yes No Describe (percentage or dollar amount), source, whether it is permanent, and how it is used, etc.

50 words

FY08 - 31 University employees, plus grad assistants & student workers, dedicated a portion or their entire job toward engagement, equaling $989,000. And, $239,397 was specifically budgeted by co-curricular/admin areas for community engagement operating expenses, not counting budgets for college based service initiatives and gifts-in-kind between departments.

I.B.2b. Is there external funding dedicated to supporting institutional engagement with community? Yes No Describe specific funding

200 words

The Office of University Development works to create and maintain relationships with a network of alumni, parents, and friends to secure support for Villanova programs, including financial support of endowed and restricted-use community engagement funds. In AY 2008, approximately $331,000 from these funds supported Campus Ministry programs, service initiatives within the colleges, and provided scholarships to students partaking in service.

Villanova supports and encourages its faculty to engage in research and sponsored programs endeavors. Data from the Office of Research and Sponsored Projects, which assists research investigators in seeking the necessary resources, indicate that over

$885,000 went toward research and projects related to community engagement. Examples range from a study on effectiveness of short-term treatment of adolescent substance abuse to environmental research in sustainable development in peat land regions.

At times, Villanova is awarded special grants to enhance both the scope and impact of the volunteer efforts of our students, faculty, and staff in support of community needs (e.g., a Wachovia Foundation Grant, renewed a third time for AY 09, totaling $80,000, supports a number of service efforts; a recently received modest grant from the Philadelphia Higher Education Network for Neighborhood Development supports the Sophomore Service Learning Community).

I.B.2c. Is there fundraising directed to community engagement? Yes No Describe fundraising activities:

200 words

Fundraising to help service programming and raise money for community needs occurs at many levels at Villanova. Excluding salary expenses, administrative and co-curricular departments at Villanova spent $1,027,000 during the last fiscal year on community outreach, philanthropic programs, and service trips. Of this amount, $239,000 had been budgeted in operating expenses; the remaining $788,000 derived from fundraising and grants.

Much of the fundraising is via small student projects. All students participating in service trips raise funds for their work through on-campus activities; they generate about $111,000 annually. Villanova fraternity and sorority chapters raise an estimated $150,000 annually, through a variety of campus events and fund drives, for the charities they sponsor. These dollars are donated to worthy causes such as Ronald McDonald House and St. Jude Children's Hospital.

Several projects are larger in scale such as our Law School's annual auction which raises $30,000 to $40,000 for the Public Interest Fellowship Program, which provides financial support to students who commit their summers to public service legal work.

Villanova's Office of Financial Affairs estimates that employees in administrative/co-curricular departments donated approximately 64,853 hours for community engagement during FY 2008, which, estimated in dollars, equals around $1,495,000.

I.B.3a. Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community? Yes No Describe:

400 words

As demonstrated throughout this application, data are recorded tracking Villanova's various service activities and projects, the communities and entities served, the number of

individuals participating in service and the hours contributed, as well as the University resources committed to such efforts. In addition, documented data are in employed in formative and summative evaluations of service initiatives. Specifically, tracking information is maintained by the three campus-wide coordinating structures noted above (I.B.1.).

CAMPUS MINISTRY and the OFFICE OF STUDENT LIFE keep very specific tracking data on all participants including contact information, criminal background checks, valid drivers licenses, service preference, preferred days/times, demographics, class, service site, activity, attendance/hours, satisfaction with service/placement site and any special incident data. Data are also recorded, as needed, on drivers' license certifications and criminal record checks. For the ST. THOMAS DAY OF SERVICE, excel files record each participant, their contact information, demographic data, class year, service site (even their choice of lunches).

Other college, department or office-level community engagement activities are tracked in a decentralized manner by the responsible office such as data on number of area residents using athletic facilities, library, attending One Day University; Villanovans registering as Bone Marrow donors, tutors for a "virtual" inner city school, volunteers at the St. Francis Soup Kitchen, student interns in our Graterford Prison Program. The specificity of these latter data varies from the extremely extensive to basic headcounts depending on the needs of the program.

The annual reports of academic activity, prepared by departments and colleges for the Vice President for Academic Affairs, include a wealth of information on faculty community engagement activities and research. In addition, the Office of University Advancement and the Office of Research and Sponsored Programs retain information on grants and awards dedicated to supporting community engagement.

I.B.3b. If yes, does the institution use the data from those mechanisms? Yes No Describe:

300 words

Data utilization is heavily emphasized at Villanova. Indeed, an annual report on community service is prepared by OPTIR, employing data from various survey efforts, and is shared with the President's Cabinet and other senior administrators and decision-makers across the University.

Tracking/documentation data are ordinarily converted to descriptive measures that deal with frequencies, percents, and averages. They are used for a variety of diagnostic, quality improvement and planning purposes, answering questions such as: which programs attract which type(s) of students at what times, how many volunteers are needed at sites at what hours, what are estimated costs, what are the community agency's most pressing needs? Staffing deployment, as well as space, transportation and other operating issues are also addressed via these data. The information base also facilitates constructing target pools from which to draw future student leaders.

These measures sometimes serve marketing purposes (e.g., recruiting new students) and to educate constituencies (e.g., parents) about the type and extent of service at Villanova.

On an individual basis, such information is used by student leaders to follow up on absentees and to look into incident reports. Conversely, summary data are used in several ways such as gauging attainment of participation goals, ascertaining reasons for not participating in offered activities and monitoring resource allocation.

As noted above, the key campus-wide mechanisms for systematically using these data are:
1. Campus Ministry weekly staff meetings and annual strategic planning and evaluation days
2. Student Life special evaluation teams (e.g., Special Olympics Evaluation Team, Rays of Sunshine Student Executive Committee)
3. Day of Service Committee meetings that are held throughout the entire year

I.B.3c. Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement? Yes No

Yes.

I.B.3d. If yes, indicate the focus of those mechanisms:

200 words

Impact on students - Describe one key finding: *200 words*

Most systematic campus-wide assessment mechanisms are studies conducted/coordinated by OPTIR, including Entering Student Surveys, Senior Surveys and others involving all students as well as surveys of faculty, alumnae/i and other constituencies.

MECHANISM 1: Senior Survey 2007 (Instrument: Higher Education Data Sharing Consortium Senior Survey)

Key Findings: Villanova students reported a higher average volunteer service participation rate than the average of all other students (n=15,000) - by 5% or more - in all four years of college.

Villanova students reported devoting more hours per week to service, on average, than the comparison students.

MECHANISM 2: National Survey Student Engagement (2003 and 2006, 1st year students and seniors)

Key Finding: Participation in service for both first year students & seniors, in 2003 and 2006, significantly exceeded national norms.

MECHANISM 3: Saint Thomas of Villanova 2007 Day of Service Participant Survey

Key Finding: 85% of participants had a better understanding of how service fits into both the Mission of Villanova and Saint Thomas; 72% derived a better understanding of issues and concerns affecting the community they served.

Note: These and other findings were reported in a special OPTIR report circulated to Villanova decision makers July 2008: 2007 Annual Report on Community Engagement and Service.

Impact on faculty - Describe one key finding: *200 words*

Villanova customarily participates in the UCLA Higher Education Research Institute's Faculty Survey and did so in 2007. Strictly speaking, these data do not measure impact; they are more input and process oriented. Nonetheless results are instructive and utilized in formative evaluation.

Twenty-one items on the 2007 Faculty Survey relate to community engagement. For instance, Villanova faculty exceed the national norm for faculty in other private institutions by 14%, perceiving that Villanova places "high" or "highest" priority upon "facilitating student involvement in community service." However, our faculty was below faculty in other private institutions by 11% in perceiving that Villanova places "high' or "highest" priority upon "providing resources for faculty to engage in community-based teaching or research." There were few substantive differences between Villanova and other private universities on most other variables.

Villanova decision makers (President's Cabinet, Council of Deans) regularly study findings from this and other major studies and surveys to determine areas that should be enhanced. For example, OPTIR will analyze the 2007 Faculty Survey, including college by college statistics, if "n" sizes permit such, and present all findings to University decision makers for purposes of continuous improvement.

Impact on community - Describe one key finding: *200 words*

MECHANISM 1: Rays of Sunshine – Assessment data from this tutoring program confirm that school students, largely economically disadvantaged, evidence increased interest in attending college and improve their pass rates on PSSA Test, a requisite for promotion of the student and a source of funding for the school.

MECHANISM 2: Saint Thomas of Villanova Day of Service – Team Leader Survey (907). Item 4 of this survey reads "Describe the impact of your group's work on this service site." Fifty-five leaders responded (63%). Narrative responses were coded; results indicate that leaders perceive that their work teams had a pronounced aesthetic impact on

the sites, including major painting and clean-up efforts. Additionally, leaders report that community partners were very pleased to have interaction with the student-volunteers and lasting relationships were formed.

However, large, physical projects may be easier to measure in terms of tangible outputs. For example, over the ten years that our engineering students/faculty have been working with the Amigos de Jesus orphanage in remote western Honduras, they have designed/helped construct: a 25' cross (2000); a volunteer center/chapel; and an 8-building elementary school complex (construction was supervised Villanova civil engineering alums who volunteered to work at the orphanage and manage local contractors).

Impact on institution - Describe one key finding: *200 words*

This is a very interesting question which received extensive discussion among and beyond the committee that guided this application project. We realized that one impact of "institutional engagement" could relate to institutional identity and our hypothesis proved correct. In scrutinizing the 2007 senior survey, in particular these questions: "Based on your undergraduate years, what feature distinguished Villanova?" and "What feature/factor makes Villanova special?" We found that "sense of community" is by far the most distinguishing feature of Villanova; however, 106 students (11%), of the 937 who wrote in answers, identified Villanova's commitment to service as our distinguishing feature (the third most prevalent response).

Also, we believe that Villanova's commitment to community engagement – our service opportunities, our sophomore learning community – attracts some students. For example, this student quote is from a July 2008 qualitative evaluation study of Campus Ministry: "Part of the reason I came to Villanova was because I knew there was a lot of community service." In brief, we see community engagement as giving life to our Mission and our Mission giving life to community service in a very closely knit, co-catalytic way.

I.B.3e. Does the institution use the data from the assessment mechanisms? Yes No Describe:

300 words

Yes.

As noted, Villanova places explicit emphasis upon data utilization believing that the purpose of assessment is not only to judge effectiveness but to take action, "to do." Traditionally this is termed "formative evaluation" where results are used to make programmatic improvements, and we strive to do this across the board.

Examples of using campus-wide assessment data:

- Evaluation reports for the 2007 Day of Service were used by the planning committee to make numerous operational changes such as redesigning the work team reflection, developing a web based participant tracking/communication system, revamping buses/van transportation.
- Student Life's Rays of Sunshine has used their systematically collected data to evaluate and update policies and procedures. They also use the data extensively from a student human resources perspective to determine whether volunteers should be accepted for the following semester and to select student leaders.
- Campus Ministry uses OPTIR surveys every semester for every program; data are particularly useful in choosing service sites, spotlighting and correcting weaknesses, and ensuring connections between service activities and mission.

In addition, while compiling the information for this application, we conducted an inventory of community engagement projects. Excluding the programs run by Campus Ministry, Student Life or the Day of Service, there are at least forty well established programs across the campus. Assessment data are used in practically all instances. Methods range from questionnaires for One Book Villanova, part of which is an author lecture (themes are always related to justice and peace) attended by several thousand Villanovans and persons from the surrounding community…to a dozen Villanova faculty and staff annually meeting in the North Light Community Center basement to discuss and assess how the partnership is going and how to improve it…to cost analyses of our agreement with Pura Vida to provide Villanova fair trade coffee.

I.B.4. Is community engagement defined and planned for in the strategic plans of the institution? Yes No Describe and quote:

200 words

In *Transforming Minds and Hearts, The Villanova Strategic Plan* (2004) three of 12 strategic goals speak to community engagement:

1. Will be a Catholic university that fosters…responsibility and commitment to service.
4. Will attract, retain and recognize a scholarly and caring faculty … who are generous in service.
11. Will foster strong relationships with alumnae/i, parents, friends, and the local community.

The Villanova Academic Strategic Plan (2003-2010) echoes themes of community engagement in three of four goals:

- Provide a distinctive, holistic, and "*values-based"* undergraduate education
- Recruit, support, and retain a talented, diverse, and "*caring"* faculty
- Serve as an *"intellectual and cultural resource for the extended local community"*

Community engagement cascades through college and departmental plans. The strategic plan for Student Life includes, "All Villanovans are stewards of the community and are called

to a spirit of selflessness that promotes the common good." The plan calls for work in community development "where engagement, respect, and civility are cultivated and honored." Similarly, Campus Ministry seeks to "foster the development of leadership in service to the poor and education for justice…" and "reflect the model of St. Thomas of Villanova who dedicated his life to the service of the poor."

I.B.5. Does the institution provide professional development support for faculty and/or staff who engage with community? Yes No Describe:

300 words

Yes.

Villanova has a long standing (since 1996) and perhaps distinctive policy that all staff, with supervisor permission, are permitted and encouraged to take up to one week away from the University to do community service. Over the years an annual faculty/staff group service trip has journeyed to sites in Appalachia and East Coast urban areas.

Additionally, Villanova provides various types of professional development and support for faculty and staff who engage with community such as:

- An annual workshop for faculty in the praxis and pedagogy of service learning;
- Faculty who teach in the Sophomore Service Learning Community receive regular mentorship from the coordinator each semester in service learning principles and applications;
- Our center for faculty development, Villanova Institute for Teaching and Learning (VITAL), offers workshops and disseminates materials on service learning;
- VITAL also offers summer research grants to develop courses and awards have been made in service learning;
- Two faculty/staff/alums accompany students on each of the thirty domestic and international service trips; they receive training, particularly in how to deal with serious problems that may arise, especially across borders; and,
- The student, faculty and staff leaders of the Saint Thomas Day of Service are required to attend a training session where, among other topics, they learn group facilitation, working with agencies and task analysis/management.

I.B.6. Does the community have a "voice" or role for input into institutional or departmental planning for community engagement? Yes No Describe:

300 words

Yes.

The voice of the community rings loud and clear in community engagement planning, implementation and evaluation. Service projects have direct input from the community partners. For example in our service trips, Habitat, Day of Service and other projects, the partner defines the need and the University attempts to respond reciprocally to that need.

The same is true for tutoring partnerships, clinical placements, visits to soup kitchens, and indeed all our service projects.

This partner input sometimes is translated into formal databases. For example, we are now in process of recruiting over 60 sites for our September 20, 2008 Day of Service. A team of Villanovans is calling non-profits in the areas, recording their work requests, estimating time/persons required, specifying materials/tools needed, and entering this information into a comprehensive EXCEL database.

Our Service Learning Coordinator, as well as professors who teach service learning courses, are in close contact with the community, hearing directly from them as they plan gravity-fed water projects in Waslala, Nicaragua, give flu shots to the economically disadvantaged in Philadelphia, or place the 120 students in our service learning community with partners.

But, as our earlier response indicates (item II.B.2.), community engagement goes well beyond service and encompasses, as noted in the Academic Strategic Plan, serving as an "intellectual and cultural resource for the extended local community." This local community has a dialogical voice with the University: Villanova hosts an annual breakfast for local officials and community leaders and sends out a publication, Neighbors, to area residents informing them of University plans and activities and inviting their participation and input. We also employ a Community Relations Coordinator who stays in close touch with the community, attending neighborhood association and township meetings and serving as an information conduit.

I.B.Supp1. Does the institution have search/recruitment policies that encourage the hiring of faculty with expertise in and commitment to community engagement? Yes No Describe:

300 words

While Villanova does not have a singular, explicit policy or policy statement that addresses our desire in the search, recruitment and hiring process to hire "faculty with expertise in and commitment to community engagement," our policies are replete with language indicating our commitment to hire for mission – a mission expressing institutional commitment to service and community engagement. Our faculty recruitment and hiring guide explicitly states, "Villanova University seeks to recruit to its faculty the highest quality teacher-scholars who demonstrate unambiguous promise of furthering the University's mission and values." In addition, departments are encouraged to use the following, or similar language, in their announcements of open positions, "An AA/EEO employer, Villanova seeks a diverse faculty committed to scholarship, service, and especially teaching, who understand, respect, and can contribute to the University's mission and values." Departments are called to conduct "rigorous efforts to recruit a diverse faculty especially able to contribute to the University's mission and values."

While faculty candidates are engaged in the recruitment process, they are expected to read the University's mission statement, as it will be discussed with them. The guidelines for departments conducting searches include the following:

"In interviewing, the entire department is responsible for evaluating not only the teaching, scholarship, and service potential of the candidates but also their potential to contribute to the overall Villanova mission. It is not permissible to ask a candidate about his/her race, age, ethnic status, marital status, veterans' status, disability, ethnicity, or religion. (The Affirmative Action Office is available for consultation on such matters.) It always is essential, however, to explore carefully and explicitly the candidate's compatibility with and respect for Villanova's religious heritage and his/her potential contribution to the University's value orientation as discussed in the University's mission statement and strategic plans."

I.B.Supp2a. Do the institutional policies for promotion and tenure reward the scholarship of community engagement? Yes No Describe:

300 words

Yes.

Villanova's promotion and tenure policy states:

"Essential for every tenure-track appointment is the candidate's sincere interest in, and promise and capability of delivering, the quality of teaching, scholarship, and service that will further the University's mission and strengthen the faculty."

In defining what constitutes research at Villanova, the promotion/tenure policy offers, "...Villanova recognizes several types of scholarly research that would fulfill the scholarship criterion for promotion and/or tenure:…(b) Applied research, in which knowledge is brought to bear in new or particularly effective ways on, e.g., physical, intellectual, emotional, social, cultural, or moral problems or conditions to produce new understandings, solutions, technologies, models, materials, or inventions. (c) Rigorous instructional-related research oriented toward discovery of new modes or techniques for facilitating and assessing student learning in a discipline. Such scholarly research is not to be equated with the sort of research that is involved with course and curriculum design, but it may be a precondition to curriculum-related efforts."

Given this definition, applied research clearly captures the notion of service and community engagement.

The promotion and tenure policy states further, "Villanova thus judges that a productive scholarly and professional life, including basic and applied research and, where appropriate, professional practice, is an essential element of the educational and learning process. Similarly, Villanova believes that participation in and contributions to one's department, college, University, profession, and community are the natural and desirable outgrowths of the scholarly life."

The University's definition of service for promotion/tenure includes:

- Application of knowledge and skills of one's discipline to human, social, business, public, or technical problems.

- Voluntary involvement in activities of religious, community, government, or other public or private sector institutions related to one's academic position or expertise.

I.B.Supp2b. If yes, how does the institution classify community-engaged scholarship? (Service, Scholarship of Application, other) Explain:

100 words

As noted in the response above (item, I.B. Supplemental Documentation 2a.), scholarship on service is considered to fall into the area of applied research. Scholarship on service may also include pedagogical efforts, including those listed in response to item II.A.4., Curricular Engagement. Scholarship associated with "outreach and partnership activities" is exemplified in item I.B.5., later in this document.

I.B.Supp3. Do students have a leadership role in community engagement? What kind of decisions do they influence (planning, implementation, assessment, or other)? Yes or No? Examples.

300 words

"When questioned directly about how Villanova has transformed their hearts and minds, senior students … almost unanimously agree that their experience at Villanova has facilitated very noticeable change in themselves in many areas. Villanova is a place that offers endless opportunities for growth and transformation. Whether it's a mission trip, an exciting class with a dedicated professor, a community service project, the Special Olympics Fall Festival, or the One Book program, seniors agree that all one has to do is take advantage of what's available at Villanova in order to have a meaningful college experience." (Four Year Qualitative Study of Students' Subjective Experience, OPTIR, 2007).

Students serve in leadership positions in all campus-wide and many departmental community engagement projects, including in:
Students serve in leadership positions in all campus-wide and many departmental community engagement projects, including in:

- Student Life: the primary tutoring/mentoring program has a student Training Director and a 12 student Executive Committee guiding the program; Special Olympics Fall Festival has a planning committee with over 80 student volunteers working year-round planning the weekend
- Campus Ministry: each of thirty service trip groups has a pair of student leaders (and two adult advisors)
- Day of Service: each of the eight core teams is led by a faculty/administrator and a student

- The Sophomore Service Learning Community: an advisory council of 22 junior and senior former participants and a student leadership council of 11 current members work on curricular matters, methods of reflection and the identification and evaluation of service sites

The Student Life Office assists more than 100 student groups, ranging from fraternities/sororities to cultural, peace and justice, and athletic organizations. Student leaders, typically working with advisors, direct literally hundreds of fundraising and community service projects. One exceptionally active student-led group, *Engineers Without Borders,* last year completed water system work in Thailand villages and built customized ramps for Special Olympics awards ceremony stands.

I.B.Supp4. Is community engagement noted on student transcripts? Yes No, Describe:

100 words

Students can access and build a self-reported activities transcript through NOVASIS, which is a secure web browser used by Villanova students, faculty, staff, and alumni. This feature is noted on the NOVASIS system. Additionally, all student group leaders are personally informed of it by Student Life staff. Students are able to log in, list their activities, and print them out. However, this is not an official part of their Villanova University transcript and the data are not verified.

I.B.Supp5. Is there a faculty governance committee with responsibilities for community engagement? Yes No Describe:

No.

II. Categories of Community Engagement

A. Curricular Engagement

II.A.1a. Does the institution have a definition and a process for identifying Service Learning courses? Yes No Describe requirements.

200 words

Our four colleges and School of Law place unique emphasis upon defining Service Learning courses. The essential commonality is that all Service Learning courses offered require extramural work relating to community engagement, ordinarily involving service in disadvantaged communities. In particular, the Office of Service Learning, rooted within the College of Arts & Sciences, employs the following definition, "Service learning courses … connect course objectives with opportunities to meet the needs of people in underserved communities or work with agencies which advocate for the poor and/or care for the environment. Integration of theoretical knowledge and experiential learning in the community provides a context for critical and constructive thinking and action that promotes the common good."

The process for indicating service learning courses occurs at the department level as Chairpersons can identify Service Learning offerings. Courses that Chairs classify as Service Learning are labeled as such in the course catalog.

The information given for questions 1b through 1d is from the most recent academic year, Fall Semester 2007 through Spring Semester 2008, undergraduate only. Faculty represent full-time faculty. Information provided in question 1e is from Fall Semester 2007 only, undergraduate only.

II.A.1b. How many formal for-credit Service Learning courses were offered in the most recent academic year? 80
What percentage of total courses? 3%

II.A.1c. How many departments are represented by those courses? 14
What percentage of total departments? 38%

II.A.1d. How many faculty taught Service Learning courses in the most recent academic year? 46
What percentage of faculty? 8%

II.A.1e. How many students participated in Service Learning courses in the most recent academic year? 769
What percentage of students? 12%

II.A.2a. Are there institutional (campus-wide) learning outcomes for students' curricular engagement with community? Yes No Provide specific learning outcome examples:

200 words

Yes.

Academic life at Villanova, which is focused on undergraduate, graduate and continuing education, and based on discovery and learning, is inspired by the rich heritage of the University's history and mission, and is grounded in our Catholic-Augustinian commitment to holistic education aimed at "transforming minds and hearts." These values are the basis for our Educational Goals and Objectives as well as the current Academic Strategic Plan.

Among the University's institutional (campus-wide) Educational Goals and Objectives for all students are the following:

OBJECTIVE: Villanova graduates will (1) recognize the multidimensionality of human problems and cultures, as well as the interrelatedness of knowledge and (2) demonstrate their awareness of the existence and value of multiple modes of inquiry and approaches to knowledge.

OBJECTIVE: Villanova graduates will (1) manage conflicts productively; (2) work together in teams to accomplish common goals and further the common good; and (3) motivate and coordinate the efforts of others to work toward common goals.

OBJECTIVE: Villanova graduates will (1) demonstrate incorporation of ethical and moral principles in decision making; and (2) demonstrate learned values through service to others, especially the poor and disadvantaged.

II.A.2b. Are there departmental or disciplinary learning outcomes for students' curricular engagement with community? Yes No Provide specific learning outcome examples:

200 words

Learning outcomes reflect Villanova's educational goals and objectives, with a commitment to the common good and service to others.

Engineers develop "ability to design… within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability" demonstrate "knowledge of contemporary issues" and understand "the impact of engineering solutions in a global, economic, environmental, and societal context."

Nursing outcomes include providing service to internal and external communities and developing a global perspective concerning health care and the human needs of a multicultural society.

Arts & Science students gain "a sense of the importance of values and the moral responsibility of caring for others and working for the betterment of society" and prepare

"to regard themselves as citizens living in a democratic society, as belonging to a world community, replete with communal responsibilities." Peace and Justice Education seeks "to help students learn about corrosive social structures and articulate models more supportive of peace and justice."

Law students "become aware and part of the people, cultures and causes around them…with a strong sense of their public responsibilities."

Business students "understand the concepts of social and environmental responsibility and their implications for business decisions."

II.A.2c. Are those outcomes systematically assessed? Yes No Describe:

200 words

The student learning outcomes cited above are assessed to the degree that all student learning outcomes at Villanova are assessed. Indirect assessment techniques include the use of evaluations, student surveys, student reflection and journaling, and student portfolios. Direct assessments include the evaluation by faculty and other experts of student projects and the products of student capstone experiences. Given that a number of student capstone project efforts (particularly in the Colleges of Engineering and Nursing) include a service learning component and a focus on addressing the needs of others, the involvement of students in community engagement at Villanova, through their curricular experiences, is indeed assessed. In addition, as noted elsewhere throughout this application, assessment is a critical piece in the work of the Office of Service Learning in the College of Liberal Arts and Sciences, and the courses and activities coordinated through it, as well as in service learning educational opportunities afforded through Campus Ministry. Campus Ministry is particularly engaged in the service learning activities of the Colleges of Engineering and Nursing and the assessment thereof.

II.A.2d. If yes, how is assessment used? Describe:

200 words

Assessment data generated in the area of community engagement are employed in the same way as other academic assessment data are used at Villanova. That is, assessment data are analyzed to evaluate the effectiveness of meeting intended educational objectives and outcomes, of realizing college and departmental goals for student learning, and effectively delivering courses, curriculum and educational experiences. Villanova has a long history of analyzing and sharing assessment data appropriately at the university, college and departmental level. In turn, data have been used to inform the revision of existing and the development of new courses, programs, experiences and curriculum. Case in point, Dinehart and Gross' study assessing technical and personal objectives of their capstone course (See II.A.4.), which includes working with Amigos de Jesus orphanage, has greatly informed the curriculum and the service trip. These efforts have focused primarily on the evaluation of service activities and the reflections of students engaged in them. Likewise, it was in response, in part, to evaluative comments and

observations offered by students completing their first year of study at Villanova that our Sophomore Service Learning Community was created.

II.A.3a. Is community engagement integrated into the following curricular activities?

300 words

Yes.

Student Research: Villanova supports extensive student research, but does not have a specific program designed to encourage student research expressly aimed at community engagement. Nevertheless, there are multiple examples of student research addressing communal concerns. One example of the scholarship cited in section II.B.5 was conducted by a team of engineering students. In addition, an undergraduate chemistry major has studied links between the use of certain chemicals in cars and developmental conditions in children and a finance student has researched the potential of microfinance to help alleviate poverty.

Student Leadership: In our Sophomore Learning Community, 33 student leaders provide planning, feedback and coordination with community partners. Leadership opportunities are also present in other colleges. Perhaps most prominent is the engineering senior capstone class that works with Amigos de Jesus orphanage in Honduras; senior representatives from ten student sub-teams travel to the orphanage and, upon returning serve as leaders of their sub-teams to execute the construction design projects for Amigos. This project intentionally includes several juniors on the trip to insure succession planning.

Internships/Co-ops: Villanova's students participate in a variety of community engagement internships and clinical placements in counseling, education, human services, law, nursing and public administration, etc. In a particular cross-college effort, Modern Languages offers the Villanova University Spanish Internship with Villanova Law School Clinics, a unique experience for students interested in helping the Hispanic community, while using their Spanish.

Study Abroad: All students going to London for the semester are required to enroll in a service-learning program. For AY 08, we had 23 students in this program. Villanova students in London work with Streets Alive, a Theatre Company that helps young people who are in housing crises. In addition, some of the external study abroad programs Villanova utilizes embed service-learning in program structures.

II.A.3b. Curricular engagement

Has community engagement been integrated with curriculum on an institution-wide level?

- **Core Courses**
- **Graduate Studies**
- **First Year Sequence**

- **In the Majors**
- **Capstone (Senior Level Projects)**
- **General Education**

300 words

CORE COURSES: Villanova's core courses reside almost completely in the colleges. The Nursing College, by its very nature embodies service. Undergraduates' classroom experiences are bolstered by seven practica courses in clinical settings from Philadelphia to the Shoshone Indian Reservation (Nevada) to underserved third world populations. The Sophomore Learning Community manifests the College of Liberal Arts and Sciences commitment while the Engineering College has already committed to redesigning its curriculum with service learning becoming a required first year component in 2009.

Certain CAPSTONE COURSES envelop service learning. Some are self-standing like the finance class where students partner with local non-profits, apply business skills, and develop plans. Others, although not de jure are de facto deeply woven into the departmental culture such as required Senior Team Design Projects in Mechanical Engineering where for several years altruistic undertakings account for 20% to 25% (e.g., "Micro-Hydro-Electrification for Rural Development in Philippines," "Adjustable Ramp for Wheelchairs").

On the GRADUATE level, as expected, internships are required in traditional areas (Counseling, Education, Public Administration); however, most students commute, (unlike the residential undergraduates) making it challenging to initiate service learning courses. In terms of community engagement the Law School is a flagship supporting a host of programs and curricular offerings. For example, in the Clinic for Asylum, Refugees and Emigrant Services, law students represent refugees who have fled human rights abuses in their home countries while in the Farmworkers' Aid Clinic (first student clinic of its kind) students assist indigent agricultural workers, mostly Spanish speaking. Indeed, of our 226 law graduates, in 2008, 74 (32.74%) took clinic and/or public interest-related course work with many enrolling in more than one course in this area (these 74 students were awarded a total of 680 credit hours for their work).

II.A.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:

300 words

Yes.

Villanova has produced scholarly work in this area for several decades. In Spring 2008,Academics, our journal dedicated to "reflections on teaching and learning at Villanova," featured "Villanova academics at the service of society." Two of nine represented curricular engagement:

1) Nursing College's Unity Clinic – free health care clinic
2) Management Essentials - students work with non-profits on projects of permanent value

Other examples:

Dinehart & Gross (Civil & Environmental Engineering), "A Service Learning Engineering Capstone Course and the Assessment of Technical and Non-Technical Objectives," accepted for publication, Advances in Engineering Education: A Journal of Engineering Education Applications

Keech, McKenna, McDermott & Levy (Nursing), "Promoting a Global and Environmental Perspective of Nursing & Engineering Students: An Interdisciplinary Intervention in Nicaragua," accepted presentation, APHA Annual Meeting & Exposition, October, 2008, San Diego

Nydick & Wright (Management), "Mobilizing Students for Community Service: Using Management Science to Allocate Disaster Relief Donations," 2008, submitted Interfaces (students use analytic hierarchy process to allocate disaster relief funds raised after visiting Katrina sites)

Olson, (Finance) "Applying Corporate Responsibility to the Finance Curriculum: Working with Non-Profit Organizations," Paper presented Financial Education Association Annual Meeting, 2007 (course partners with Breast Cancer Foundation)

Sipior (Management), "Engaging Students through a Service Learning Approach to Website Development," Proceedings of Decision Sciences Institute, San Diego, 2002. (students trained low income housing residents in web design; nominated by U.S. Department of Housing & Urban Development for "Best Practice" Award)

Weingarten (Nursing), "Service Learning Provides Practical Strategies for 'Real World' Nursing Education," Professional Nursing Education Group national conference, Atlanta, 2004 (longstanding partnership with Philadelphia public school wherein seniors teach health promotion)

B. Outreach and Programs

II.B.1. Indicate which outreach programs are developed for community:
Describe with examples:
- **learning centers**
- **tutoring**
- **extension programs**
- **non-credit courses**
- **evaluation support**
- **training programs**
- **professional development centers**
- **other (specify)**

300 words

TUTORING AND MENTORING: Our students, as noted, perform extensive tutoring/mentoring with economically disadvantaged young persons. Students offer services at several learning centers (e.g., Hickman Temple Day Care and Learning Center) but most tutoring occurs at approximately ten elementary and high schools, four community centers, and several churches/synagogues with after-school programs, including Protestant and Jewish congregations. A particularly innovative program involves 35 to 40 students, most in our honors program, who offer online tutoring/mentoring to 170 students in School of the Future, a forward looking Philadelphia public school.

NON-CREDIT COURSES are offered in several fields. Our Nursing faculty/students offer health education in Philadelphia as well as several needy areas in the US and in third world countries. Between five and twenty computer science/math/biology students per year have been involved since 1998 at the Julia de Burgos Elementary School in Philadelphia teaching computer classes for Latino/African American 8th graders. This year the 8th graders will receive computers that have been repaired by Villanovans. For the last two years, OPTIR staff has offered a four class series in program evaluation to board members and directors of grass roots agencies.

EVALUATION AND TRAINING are offered in several forms. For decades our nursing students have been producing approximately ten assessments of health factors in local communities; and, presenting findings/suggesting interventions around empirically validated risk factors. For over 15 years, the OPTIR staff has been offering training sessions to non-profits in program evaluation. Library staff host outreach programs to local schools and workshops for area teachers. Many other efforts occur in response to specific needs. For example, a sociologist is currently working pro bono doing needs assessment for an inner city parish, while three members of our IT staff are training another parish in developing a strategic plan emphasizing technology in a pastoral mode.

II.B.2. Which institutional resources are provided as outreach to the community?

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

Describe with examples:

300 words

As noted throughout this document, community outreach is a major focus of Villanova CO-CURRICULAR STUDENT SERVICE activities.

Villanova pays a sizeable portion of WORK STUDY stipends ($106,000) to students who work at area non-profit agencies.

The public is welcome to many CULTURAL OFFERINGS. Prominent speakers/events attract roughly 2,000 community members yearly. Exhibitions in the Art Gallery are open to the community and about 6,500 residents visit annually. 7,000-10,000 people attend Villanova Theatre productions each year. Villanova's campus is a certified national arboretum attracting over 500 community residents every year.

ATHLETICS FACILITIES (fitness centers, aquatics, outdoor/indoor courts, track) are open to residents of the community. The Pavilion, home for most of the University's indoor sports, hosts graduation ceremonies for area high schools for a nominal cost.

Falvey LIBRARY sponsors programming enriching the intellectual life of the campus and local community. The public is welcome to visit Falvey for research or pleasure reading, and can obtain library borrowing cards. Special events are open to the public (book readings, lectures). Falvey serves nearly 1,200 visitors per year from the area.

Villanova shares TECHNOLOGICAL RESOURCES with local organizations. These range from faculty, staff and students offering technological assistance to the use of Villanova computers and equipment. In a partnership with North Light Community Center, Villanova technologists re-designed the Center's website while our graphics staff handled sophisticated mail merges for funding solicitation.

FACULTY CONSULTATION adds value by bringing a range of skills to community engagement and keeping faculty up to date. Primarily ad hoc, our faculty consult with educational, health, human service, public administration and other areas. Our main formal vehicle is Center for Church Management, within the Villanova School of Business, which has gained national prominence in helping dioceses/parishes achieve good stewardship which requires sound business practices.

II.B.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.

See spreadsheet at the end of this document.

II.B.4a. Does the institution or do the departments work to promote the mutuality and reciprocity of partnerships? Yes No Describe.

300 words

Yes.

The very nature of partnerships connotes "mutuality" and, as noted, is done continuously at Villanova through the cross-university mechanisms described (see I.B.6.) and through the numerous departments and small groups that also sponsor community engagement.

For example, our Saint Thomas Day of Service site committee works with the 60+ partners to hear their needs for the day and to reciprocally develop task/material checklists as projects are defined by our partners. The same reciprocity holds true for our other major coordinating mechanisms in Student Life, Campus Ministry and Sophomore Service Learning Community.

Another example is Villanova's degree programs at The Pennsylvania State Correctional Institution at Graterford (SCIG). Begun in 1972 and funded by the University, the program enhances the quality of life and life of the mind for a population that is often overlooked. Enrolling between 100-125 inmates per year, the University has conferred about 30 bachelor and 35 associate degrees over program's history, allowing us to celebrate and recognize the sacredness of persons who are often forgotten. According to prison officials, anecdotal evidence suggests that graduates are often positive prison leaders. The program also affords Villanova students opportunities to tutor inmates and is being expanded to include a one-year college-prep program.

However, perhaps we have not devoted sufficient attention to the scores of smaller projects like the person in IT who for two years, every two months, has been collecting and mailing small gifts to soldiers in Iraq; the secretary who each Christmas leads a project to raise several thousand dollars and purchase gifts of warm clothing for needy children; the fact that each and every one of our 23 varsity athletics teams does an annual service project. All these leaders and groups work in close relationship with their partners in both giving and receiving (the latter, "receiving" is highlighted in our service learning classes and often on projects by group reflections/prayers before and after after service).

II.B.4b. Are there mechanisms to systematically provide feedback and assessment to community partners? Yes No? Describe.

300 words

Yes.

Villanova recognizes that completing the feedback loop is essential. We systematically do this with our community partners. Because aggregate data are generic and often fail to capture particular site circumstances, the primary feedback mode is at the individual level – direct communication between the Villanova coordinators and the site liaison (see I.A.3a., "mechanisms for systematic assessment of community perceptions" and I.B.6. "does the community have a voice" in planning).

With regard to the service learning classes, particularly in Nursing and our Service Learning Community, specified faculty and administrators regularly meet with the partner and share assessment data. For example, the Director of Service Learning directly involves community partners in planning and assessment via monthly in- person or phone contacts, bi-annual group meetings as well as semester evaluation meetings to assess the partnership and develop plans. It is clear that this assessment is a two way street with the partnership in toto being assessed in a context of mutuality.

Likewise in Student Life and Campus Ministry, feedback is built into the process. As noted in I.A.3a., "Assessment is specially tailored to each program." The Student Life Community Service Coordinator conducts an evaluation visit with each agency on site once per semester, drawing upon data from: 1) Monthly Team Leader Evaluation Forms; 2) Participant Evaluation Forms each semester; 3) Agency Evaluation Forms. The Associate Director of Campus Ministry maintains intensive communication with service site contact persons through "phone/email communication, before, during and after" each service trip.

The feedback process is informed by data collected via questionnaires that students, and in many cases, the community partner completes.

II.B.5. Are there examples of faculty scholarship associated with their outreach and partnerships activities (technical reports, curriculum, policy reports, publications, etc.)? Yes No Provide a minimum of five examples from varied disciplines:

300 words

The *Academics* publication (see II.A.4.) also contained articles on the following Villanova partnerships:
- "Living Laboratory Helps Local Governments Address Stormwater Management Challenges" (partnership with Pennsylvania Department of Environmental Protection)
- "The Center for the Study of Church Management; Serving as a Resource to the Catholic Community"
- "Mentoring: Local Students to Become Tomorrow's Engineers" (VESTED Program partnering with local middle/high schools)

In addition selected examples of scholarship include:

Clark, Kendall, Sindelar, (Engineering students), "Testing Efficacy of FAME Profiling for Predicting Sources of Fecal Pollution," Winner 2008 Pennsylvania Water Environment Federation Student Research Award (improving microbial water quality, in collaboration with a local watershed organization)

Copel (Nursing), "Spiritual distress: The lived experience of women in abusive relationships who sought spiritual guidance," Issues in Mental Health Nursing 29:115–130, 2008 (partnered with several mental health clinics)

Fleischman (Computing Sciences) will present "Getting to the Other Side - Beyond the Digital Divide," at the 10th Annual ETHICOMP Conference, University of Pavia (Sept. 2008). At the 9th Conference (March 2007), at Meiji University, Tokyo, he presented the paper, "A Collaboration to Promote e-Inclusion of Low Income Students." (describes aspects of Villanova collaboration with Burgos Elementary School, Philadelphia)

Jones (Engineering), Gravity-Driven Water Flow in Networks: Theory and Design, to be published Fall 2008, John Wiley and Sons. (Inspired by engineering faculty/students service trips working with partners in Nicaragua and Thailand to provide clean drinking water to remote villages)

Kelley (Public Administration), "Evaluation Capacity Building at the Grass Roots: A Foundation-Funded Model," Eastern Evaluation Research Society, 31st Annual Conference, Absecon, NJ, 2008. (Described partnership with Phoenixville Community Health Foundation offering training to non-profits in program evaluation).

III. Wrap Up

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

400 words

The Villanova team that composed this application set a goal of building a one-page "Project Profile" for each discrete community engagement/service/service learning project. One-time, single-event projects were excluded. Each template contained the following descriptors:

Name of Project, Year Begun, Sponsoring VU Office/Individual, Description of Activity (including type/number of persons served), Location, Villanova Participants, Planning/Assessment, Funding/Fund Raising

The influence of the Carnegie partnership Grid, item III.B.5 is not coincidental.

The products of this methodology will not evaporate; rather, we have agreed that OPTIR will update the templates and add new ones annually thus creating a vibrant database which, for the first time, incorporates a comprehensive, cross-campus profile of our community engagement activity. Not only is the database an excellent source of information, but we anticipate it being utilized to build alliances and networks, share resources, spot gaps, assist in funding applications, and other important functions. In fact, the database has already been used to supply information to our Affirmative Action officer to complete a governmental form regarding Villanova's community service activities.

II.A.3.b. The School of Business is beginning to increase its focus on community engagement in the curriculum as reflected in the corporation of such into a Management Essentials course, the recent trip by students in a Global Corporate Responsibility course to Nicaragua to be immersed in the reality of world poverty, and the development of the Center for Responsible Leadership and Governance, in addition to the other initiatives described elsewhere in this application.

III.2. (Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space.

400 words

Three areas come to mind here.

1. It may be informative for Carnegie to ask is there are any DISTINCTIVE POLICIES or practices that the institution considers germane to its community engagement. What comes to mind here is our personnel policy which:

"…encourages full-time staff with one year of service to participate in University sponsored trips up to a maximum of five days per academic year, with full pay and benefits and no charge to their vacation benefit."

2. We tried to stay 100% on point with your request for faculty scholarship associated with specific "curricular engagement achievements" (II.A.4) and specific "outreach and partnership activities" (II.B.5). Carnegie might consider requesting examples of scholarly work at a more macro-level. Dozens of our faculty publications, presentations, reports deal with curricular engagement and community/social issues that transcend individual partnerships such as:

Payne, Gottfredson, and Kruttschnitt, (2008, in press). "Girls, Schools, and Delinquency" in Margaret Zahn (ed.) Girls and Delinquency. Temple University Press.

Toton, Suzanne C., (2006). "Justice Education: From Service to Solidarity," Marquette University Press.

Another area to think about is whether brief information should be collected on major events, such as:

- Villanova's upcoming International Interdisciplinary Conference on Sustainability
- The recent Regional Workshop on Ethics in Public Service, which attracted over 20 public officials.
- The recent Summit on the Villanova Urban Storm Water Partnership, where Congressman Joe Sestak addressed local municipal managers.

3. We fully understand Carnegie's emphasis upon soliciting factual, documentable and oftentimes quantifiable information. However, we did find it a bit constricting in describing our Augustinian tradition. This heritage, which traces to Augustine of Hippo (354–430), is vibrant and animates Villanova. Our University patron, Saint Thomas of Villanova, Spanish Augustinian Bishop, was revered for his commitment to the indigent. At Villanova, community engagement is our élan vital; it not something we do, it is something we are. In this sense, mission and community engagement/service are symbiotic.

III.3. (Optional) Please provide any suggestions or comments you may have on the documentation process and online data collection.

400 words

We found the boxes and word limits challenging, but manageable, appropriate and helpful, compelling us to write succinctly and thoughtfully. While we wholeheartedly recognize Carnegie's need for targeting questions with precision, we did find the questions at times to be somewhat repetitive.

We were very careful to stay strictly within the word limitations. However, shortly before submission of the application, we realized that when copying text into the boxes on the PDF form provided, we were often slightly over limit. Upon inquiry, we learned from staff at Carnegie that the word limits were actually estimates based on the number of characters associated with word counts, and not the actual number of words themselves. Communicating this ahead of time, including especially the character limits, would have eliminated the need for trimming text late in the process.

We would also suggest that Carnegie consider either expanding or moving its data collection period. Indeed, it was difficult to reach colleagues, particularly academics, after the spring semester ended in early May. Likewise, it was problematic contacting others during the later summer months due to vacation schedules.

Please note that in conversation with Carnegie staff, we asked if we should include web links describing various components (e.g., strategic plans, specific programs). We were advised not to do such because it would dramatically increase submission review time. Therefore we have not included such.

Finally, there are many positive benefits resulting from this process that go beyond classification, and we are sincerely grateful for having been afforded this opportunity. As other institutions have commented, the application is an opportunity to record community engagement across the University – a first for Villanova. But beyond chronicling, as noted above, Villanova has built a dynamic database which will endure and add utility. The process has sparked action on other levels as well. A cross-functional team has been established to look into assessment of community engagement activities. Several colleges now intend to do a better job in designating courses as Service Learning. In conclusion, a community celebration is being planned which will bring together the scores of colleagues, across academic and co-curricular departments, who contributed to this report, building even further a sense of community, commitment and collaboration.

Villanova University	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
1	Amigos de Jesus	Amigos de Jesus, orphanage in remote western Honduras	Civil Engineering Department	Design/construct facilities for orphanage	Since 2000	Two per year	10 to 15 per year	None	Help change the culture of the College of Engineering to emphasize service/service learning (from 2 to 12+ service learning professors in recent years); aids in recruiting students with commitment to community engagement.	Designed/supervised construction of 8 buildings and 25' high cross.
2	Unity Clinic	ADROP (Augustinian Defenders of the Rights of the Poor)	College of Nursing	Free health care to inner city (South Philadelphia) economically disadvantaged, largely immigrant population	Since 2006	Three per year	27 per year on average	None	Fulfills University Mission to the poor; strengthens partnership with City of Philadelphia.	500 active patients, children and adults.
3	St. Thomas of Villanova Day of Service	In 2007, 44 human service, environmental, parish organizations in Philadelphia and surrounding communities. Over 60 registered organizations for 2008	President's Office	Assist organizations who serve the needy and raise consciousness of social issues among students, faculty & staff	Since 2006	25+ faculty; 50+ staff per year	700+ per year	None	Campus-wide awareness of those in need; increased understanding of social issues and Mission of Villanova.	Evaluation evidence of extensive and valuable, tangible improvements at participating sites.
4	Sophomore Service Community	College of Liberal Arts & Sciences, Office of Service Learning	Five local schools, one community center, two educational non-profits	Students live, take classes and perform community service together to serve others, gain knowledge/commitment/skills in addressing social problems	Since 2000	14 faculty; 12 staff per year	120 participants (220 applicants) in 2007	$1,800 from Phila. Higher Ed. Network for Neighborhood Development; $3,000 from Prudential Insurance (2008)	Legitimizes and makes visible academic commitment to service learning; has positively impacted a culture of community engagement.	In addition to staffing a community referral/life skills service, over 100 inner city students are tutored/mentored each year.
5	Bone Marrow Donor Program	National Bone Marrow Donor Program	Villanova University Football Program	Enlist potential donors for persons suffering from life threatening diseases and needing bone marrow transplants	since 1992	Coordinated by Head Football Coach and support staff; 100 to 200 faculty/staff donors annually.	Largest single event donor response; led 8 school effort 2007. 400 to 800 Villanova student donors annually.	None	Clearly communicates the values of the Villanova Athletic Department and its commitment to community engagement.	Responsible for major increase in the National Donor List and a number of life saving transplants.
6	Mission Service Experience Break Trips	30 partners worldwide on three continents	Campus Ministry	Serve the poor and disenfranchised; raise student consciousness of the poor and awareness of Catholic Social teaching/social issues.	Since 1976	60 faculty, staff, alums per year	450 per year	None	Contributes to campus spirit of service and social change (returning students often engage in consciousness raising activities).	Evaluation evidence of increased sensitivity/understanding/commitment to social issues.
7	Villanova/Catholic Relief Services	Catholic Relief Services	Office of Mission Effectiveness with Peace & Justice Institute	To work collaboratively to advance global solidarity through education, research, advocacy and service.	Since 2005	50 faculty; 10 staff per year	20 per year	None	Significantly raises awareness in sustainability for the poor especially through visits from persons living/working in 3rd world countries and visa versa to Villanovans visiting 3rd world countries.	In addition to sponsoring dozens of lectures and conferences open to the community, action projects include grad theatre students spending time on US/Mexico border and producing a documentary (now on DVD) performed for university, church and communities in the NE.
8	Engineers Without Borders	Two International sites: Thailand , Philippines (Water Supply); New Orleans (rebuild playground)	College of Engineering	Partner with developing communities to improve quality of life via engineering projects	Since 2004	Two faculty per year	50 to 60 per year	None	Contributes to service culture/recruiting students in College of Engineering; students learned the global engineering concepts.	Physical, tangible improvements for sustainable development (e.g., clean accessible drinking water).
9	Graterford Prison Degree Program	Graterford State Correctional Institution	College of Liberal Arts & Sciences	Enhance quality of life, life of the mind with a population that is often overlooked.	Since 1972	Four to Seven faculty per academic year	100 to 125 at any given time	None	Celebrates and recognizes the sacredness of persons who are often forgotten.	Over 30 bachelor and 35 associate degrees conferred; over 100 current active students. Anecdotal evidence that graduates are often "positive prison leaders."
10	Habitat for Humanity	Habitat for Humanity International	Campus Ministry	Construct quality housing for needy persons; eliminate substandard housing	Since 1989	40 faculty, staff, alums per year	Circa 700 per year	None	Raises awareness of housing needs/issues. International scope of agency provides link to post-graduation service.	Physical, tangible housing.
11	Rays of Sunshine	Nineteen schools, churches, synagogues, community centers, residential helping facilities	Student Life, Office of Community Services	Reach out and enrich lives of disadvantaged via tutoring, visiting sick, mentoring and other one to one services.	Since 1983	One staff per year	175 per week	None	In addition to building student awareness/skills, most students are work study and are reimbursed which permits students to earn pay for service as opposed to getting other jobs.	Tutor/mentor circa 175 students, mostly inner city and also serve nursing home residents, children with disabilities, and women with MH/MR problems.
12	Special Olympics	Special Olympics Pennsylvania	Student Life, Office of Special Olympics	Provide year-round sports training and competition in a variety of Olympic-type sports for children and adults with intellectual disabilities, giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy, and participate in a sharing of gifts, skills, and friendship.	Since 1988	20 faculty; 30 staff per year	2000 per year	None	This is the largest student-run Special Olympics event in the world and serves to unite the entire campus and vividly inform us of the talents and needs of others.	Over 1,000 athletes competed in 2007. Evaluation evidence shows that Special Olympics participants gain in self-confidence, self-esteem, socialization that carries into other parts of their lives. The data also suggests a strong correlation with employability.

Villanova University	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
13	Water for Waslala	Underprivileged communities in rural Waslala, Nicaragua	Mechanical Engineering Department; College of Nursing	Design, train and assist residents build systems for clean water; make presentations to schoolchildren, parents, and community health care and water supply workers on water-borne illnesses	Since 2002	Four to Seven per academic year	16 to 24 per year	None	Contributes to the University culture of community engagement; enhances the pedagogy of service learning.	Put in place gravity fed clean water systems thereby reducing disease ; improved health habits.
14	Lawyering Together	Senior Law Center; Philadelphia VIP; Support Center for Child Advocates; Blank Rome LLP; Cozen O'Connor; DLA Piper, Duane Morris; Pepper Hamilton LLP; Schnader Harrison Segal & Lewis	Villanova School of Law	Lawyering Together, Villanova Law School's award winning pro bono program, pairs students with practicing attorneys to handle pro bono cases.	The program has been in place for 5 years. Different partners have come on at different times during that process.	one	141	n/a	Law students work on pro bono cases for low income individuals and families and establish meaningful relationships with Villanova alumni and members of the public interest bar.	Lawyering Together recruits Villanova Alumni to work on pro bono cases, thereby providing needed volunteers to our public interest partners.`
15	Housing Advocacy Project (HAP)	Housing Advocacy Project (HAP) & HELP Clinic	Villanova School of Law	Provide free legal information and assistance to homeless families.	5 years	none	50	n/a	Law students volunteer once a month during the school year to conduct an intake at the HELP Shelter in West Philadelphia. The students have the opportunity to conduct client interviews and develop their ability to discuss very personal matters with empathy. At the HELP Clinic students have a chance to better understand some of the frustrations of low income individuals who are trying to navigate the legal system.	The students have the opportunity to assist their clients with issues ranging from credit concerns, to social security issues to assisting them in getting a birth certificate. While the students cannot legally "represent" the client, they are supervised by an attorney and are able to assist the client with legal matters that may be serving as blockades to the client's ability to get a home or job.