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## Executive Summary

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**University of Notre Dame Application**  
submitted to the

**Carnegie Foundation for the Advancement of Teaching** for the  
**2020 Community Engagement Elective Classification**

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Summary by Jay W. Brandenberger and the Carnegie Engagement Classification Committee

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This document summarizes the University of Notre Dame application to the Carnegie Foundation for its 2020 Community Engagement Classification (submitted in April, 2019). We share highlights below, provide links to further information, and suggest strategies for improving engagement efforts. The complete 108-page application and related data are available upon request.

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**Acknowledgements** → Thanks to many across Notre Dame and to community partners near and far who make possible the efforts outlined here. And thanks to the faculty and staff who served on the Carnegie Community Engagement Classification Committee for your data collection efforts and shared insights toward improving engagement at/through the University.

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## **Carnegie Foundation Definition of Community Engagement**

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

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

## **Context and Carnegie Application Process**

Since 1970, the Carnegie Foundation has offered a [Classification of Institutions of Higher Education](#) across a variety of institutional factors, such as enrollment, academic focus, and research activity. See Notre Dame's overall classification [here](#). In 2010 the University of Notre Dame applied (successfully) for Carnegie's only elective classification, the [Community Engagement Elective Classification](#), indicating outreach and public scholarship to address community needs (see [press release](#) announcing the Classification). Reapplication was required to renew the recognition.

Given the University's mission and strong engagement focus, the Offices of the President and Provost at Notre Dame agreed in the Fall of 2017 to initiate a process toward reapplication for recognition in 2020. The University President and Provost invited a team from across each college/school, and other major units to facilitate the inventory required:

### **Carnegie Engagement Classification Committee**

**Jay Brandenberger (Chair)**, Center for Social Concerns

**Alex Ambrose**, Kaneb Center

**Jay Caponigro**, Office of Public Affairs

**Hope Hollocher**, Department of Biological Sciences

**Jay Brockman**, College of Engineering

**Melanie DeFord**, Notre Dame Research

**Maria McKenna**, Africana Studies and Institute for Educational Initiatives

**Joe Urbany**, Mendoza College of Business

**Caitlin Smith**, Department of English (graduate student)

**Jim Frabutt**, Office of the Provost

Carnegie describes the application as “an evidence-based documentation of institutional practice to be used in a process of self-assessment and quality improvement ... similar to an accreditation process of self-study.” Over 18 months, the ND Carnegie Committee assembled assessment data and supporting materials, met with the deans of each college/school and other academic leaders, worked with the Office of Strategic Planning and Institutional Research, incorporated data from EngageND, and more. The application (108 pages) was submitted in April 2019. Text below is primarily from the application itself, with some modifications for clarity. This document is designed to be an active tool, with links to extended information and data.

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## **Foundational Indicators of University Engagement**

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*The University of Notre Dame will become “one of the most powerful means for doing good in this country.”*

— Fr. Edward Sorin, C.S.C., University Founder

### **Presidential Leadership Statement in Support of Community Engagement**

In a letter of support sent to the Carnegie Foundation, University President Fr. John Jenkins, C.S.C. noted that “Community engagement at the University of Notre Dame is robust, far-reaching, and fundamental to our mission.” He reaffirmed the commitment of the University’s founder, Fr. Edward Sorin, that ‘this college will be one of the most powerful means for doing good in this country,’ and restated his own promise (Jenkins, 2005, inaugural address) that “We will strive to build a community generous to those in need and responsive to the demands of justice.” To do so, he added, “I have sought to expand and deepen Notre Dame's commitment through both collective vision and structural support.”

In a prior [statement](#) (2018) shared with Carnegie, Father Jenkins noted: “Recognition from the Carnegie Foundation is one of the best markers of progress in the field of higher education. Eminently consistent with the University’s mission and Catholic character, classification as an institution of Community Engagement affirms Notre Dame’s efforts to address challenges and improve the quality of life in communities near and far.”

### **Outline of Engagement Progress Since 2010 Application**

To improve on the previous work recognized by Carnegie, the University created the first-ever community engagement strategic plan in 2012 and subsequently established the Community

Engagement Coordinating Council (CECC) to guide the fulfillment of this plan. The plan addressed four key areas: community-university collaborations; faculty, staff, and student development; communication; and infrastructure. To implement these ends, the University tapped over 400 campus and community-based individuals to implement a variety of projects in this coordinated effort.

In his letter to Carnegie, Fr. Jenkins outlined a sample of important progress points since 2010, noting that Notre Dame:

- a) formed a Community Engagement Coordinating Council to integrate the many campus structures and entities that support outreach
- b) added a new rotating faculty position to the Office of the Provost (the Director of Academic Community Engagement)
- c) built a University-wide portal, EngageND, to track engagement efforts and share resources
- d) developed a summer faculty institute focused on engagement
- e) hosted the national meeting of The Research University Civic Engagement Network and other relevant conferences
- f) expanded support for the Center for Social Concerns and the Robinson Community Learning Center at the heart of much of our engagement work
- g) more deeply engaged graduate students, creating a Certificate for Community Engagement and Public Scholarship
- h) enhanced engaged scholarship and research through a variety of initiatives, leading to signature sustained projects (e.g., the Bowman Creek Educational Ecosystem).

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## **Institutional Identity and Culture and Commitment**

**How does the campus define community engagement?**

**Is engagement specified as a priority?**

Notre Dame incorporates the Carnegie Foundation definition of engagement (cited above), while elaborating for its own contexts.

The CECC 2017 [Strategic Plan](#) describes engagement as follows: “Academic community engagement, also referred to as engaged scholarship, is a specific conception of community engagement that connects the intellectual assets of the institution (e.g., faculty expertise) to a host of public issues such as advancing human and environmental health, enhancing educational opportunities, and promoting social, cultural, and economic development. Community engagement takes a myriad of forms across the domains of teaching, research, and service, and among nonacademic units of the University as well as academic.”

The University also situates its call for engagement within its Catholic mission and the principles of Catholic Social Teaching that promote solidarity and the common good. As the Office of the Provost describes, “Notre Dame challenges students to grow in their understanding of complex human realities and calls them to respond to the needs of the world with compassion and committed action. By educating students to be engaged by both their intellectual labors and their faith, we aspire to offer an education that is Catholic in the broadest sense of the word, both in welcoming all persons of good will to our university community and turning outward to embrace the larger world. Formed by a rich liberal education and possessed of mature faith in service to others, our graduates leave Notre Dame prepared to take their places at the forefront of discovery, innovation, and human achievement.” See: [vision statement](#), Office of the Provost, and the University [mission statement](#).

Engagement priorities are also outlined in the University’s [strategic plan](#):

“In a very real sense, the University and the community are inseparable. This is a relationship we are fortunate to enjoy. Together, we explore how what Notre Dame faculty and students are doing in labs, libraries, and classrooms might positively impact the wider community; plan for the joint development of our campus and the surrounding areas; and pursue a whole host of initiatives critical to the functioning of a research university.”

Sample strategies laid out in the plan include: a) seek an external foundation grant aimed at job creation, academic development, and brain gain for the regional community, b) provide capital to construct expanded facilities that engage the community and promote more business development (i.e., Robinson Community Learning Center, Innovation Park Phase II).

The University demonstrates financial and structural commitment to engagement through enduring support of the [Center for Social Concerns](#) and the [Robinson Community Learning Center](#) as well as new funding for the [IDEA Center](#) (focused on entrepreneurship and innovation), the [Center for Civic Innovation](#), and the new [Keough School of Global Affairs](#). See also this 2017 [analysis](#) of the University’s economic impacts.

## **Tracking, Monitoring, and Assessment**

**How does the campus maintain systematic campus-wide tracking of engagement? How are such efforts coordinated, and how are data used?**

A significant new development is [EngageND](#), designed and employed by the Office of Public Affairs to track engagement in various forms.

The Center for Social Concerns completes an annual survey of 85-90 community partners to assess the quality and impact of community partnerships.

The Center also partners with the Registrar’s Office to track the “ZCSC “ course attribute to code all courses that involve community-based learning or research.

Since the Fall of 2016, Spanish Community-Based Learning faculty have partnered with the Kaneb Center for Teaching and Learning to examine the impact of CBL on program outcomes.

We are hoping to improve systems for tracking extracurricular student engagement (via clubs, residence halls) and that of alumni/ae.

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## **Faculty Roles and Rewards**

**Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty and staff with expertise in and commitment to community engagement?**

The institutionalization of community engagement in the University often occurs through University’s strategic commitments to its academic [institutes and centers](#), most of which have a focus on addressing larger societal problems, often in context. The criteria for hiring and recruiting for faculty at institutes and centers often explicitly notes skills and commitment to community engagement. Examples include positions identified for the new Center for Civic Innovation (for which a faculty director of Research, Learning, and Impact was recruited) and at the Eck Institute for Global Health (e.g., new director recruited with high level of health engagement).

Tenure-track faculty hires and promotions less often emphasize engaged scholarship or outreach specifically, but given the ethos of Notre Dame, many faculty participate in mission-focused

work through community engagement. Commitment to the University's mission is a key element of recruiting at key leadership levels. A recent search for a new Dean of the Mendoza College of Business highlighted the importance of leading a community "that makes the cultivation of ethics a central component of its mission" ... and enhancing "the values that stem from the University's Catholic mission." Similarly, the position prospectus for the new dean of the College of Engineering sought a "Cultivator of Partnerships," someone who would be a strong "collaborator both internally and externally" especially focused on building relationships with community partners in industry.

**In the period since your successful classification, what, if anything, has changed in terms of institutional policies for promotion (and tenure at tenure-granting campuses) that specifically review, evaluate, and reward faculty scholarly work that uses community-engaged approaches and methods?**

A salient change since 2010 is reflected in the recent revision of the University's Academic Articles, Notre Dame's formal guidelines for academic and faculty structures/processes. A two-year review of the Articles (ending in Fall 2018) led to enhancements—strengthening renewal considerations, increased representation on University committees—with respect to faculty that often play key roles in supporting engagement, including new faculty positions identified as Teaching Faculty, Professors of the Practice, Clinical Faculty, and Research Faculty.

With respect to tenured and tenure-track faculty, community-engaged methods resonate strongly with the University's mission. When consistent with the scholarly standards of the discipline and when assessed by external scholars to meet high professional practice standards, engaged teaching and research practices are viewed similarly to other types of scholarly contributions in faculty members' promotion and tenure cases. That is, their influence on faculty promotion and rewards is based on the quality, rigor, and impact inherent in the teaching and scholarship. Consistent with such, the Academic Articles note that: "The Associate Professor should have demonstrated excellence in teaching, growth in knowledge and maturity, salutary influence on students, service to the academic unit, the University, and/or his or her discipline, and standing among colleagues. Notable achievement in scholarship, as shown by significant publication or its equivalent or, where appropriate, by meaningful contributions to public service, is ordinarily required for this rank."

Another important development since previous classification was the opening of the Keough School of Global Affairs. As Notre Dame embarked on a new chapter in global affairs scholarship, various faculty trajectories that explicitly acknowledge engaged scholarship were specified. The School focuses on integral human development—a holistic model for human

flourishing articulated in Catholic social thought. The School's Organizational Plan governing faculty roles and promotion standards reflects the demands of an engaged scholar. For example, "The Scholar Practitioner is a tenured or tenure-track trajectory for faculty who engage in scholarly activities that contribute both to the scholarly community and to policy or practice communities. This category includes public intellectuals whose views are influential in both public and academic fora; peacebuilding professionals who offer advice to ongoing peace processes based on current research; development specialists whose writing and research is based in fieldwork; and public policy experts who foster dialogue between scholars and the policy community that leads to concrete policy outcomes and improves the human condition. In addition to scholarly publications, such a faculty member also brings ideas, views, and analyses to various audiences through publishing articles in respected policy journals, contributing expertise to high-level policy commissions, and bringing existing scholarship to bear on important issues in ways that reach significant non-academic audiences, including the general public, public officials, policy-makers, and leaders in the international community, civil society and business."(p. 11).

Regarding the research component central to faculty work, in 2018 a Research Vision committee charged by the Provost and the Vice President of Research began a process to define what it means to be a preeminent Catholic research institution as the new decade unfolds. This vision, they shared, should be a guide for the University for the next 10 to 20 years, defining Notre Dame's research aspirations through consideration of the great humanistic and social questions facing humanity, as well as practical and technical research of so-called grand challenges projects with potentially transformational and unparalleled results. This vision will eventually inform the research and scholarship elements of the next University strategic plan. The committee is forming recommendations to be shared in 2020.

The application noted that "There is not at this point an institution-wide effort tailored to systematically address policies on community-engaged scholarship as part of promotion and tenure processes." Such is currently a point of discussion of the Community Engagement Coordinating Council. Toward such ends, the University's periodic survey of faculty experience recently (2019) asked whether "community engagement/service to society" is valued or not valued in academic promotion. Another question asked faculty about the importance (to them) of five dimensions of Notre Dame's overall mission, including: a) Impact to the world's significant challenges through research and scholarship, b) Commitment to service and social responsibility, and c) External engagement and outreach. While results are in progress, the questions signal the importance of engagement and contribution to the common good.

## Curricular Engagement

The Carnegie application asks about the following forms of curricular engagement. A few examples from the application are noted below.

### Engaged Courses

Since the prior classification process, Notre Dame has refined its [definition](#) of engaged courses. Faculty are now invited to categorize classes as Experiential Learning, Community-Based Learning, or Community-Based Research.

Within such classifications Notre Dame now identifies 270 community-engaged courses, marking a 48% increase since the 2010 Carnegie application. These courses have a participation of 3,376 students, with 1,649 additional students enrolling in these courses since the last application. See this [course guide](#) for a thorough list. In addition, Notre Dame has worked since the last Carnegie classification to bolster engagement into areas such as student research, leadership formation, internships, and study abroad.

### Undergraduate Research and Community Engagement

The Flatley Center for Undergraduate Scholarly Engagement (CUSE) facilitates multiple opportunities for undergraduate research. Since the 2010 classification, funding for all types of student research has increased, and in 2017-2018 alone, 22 of the 94 funded projects were proposals focused on community engagement.

### Leadership Development

New in 2017, the Rev. Don McNeill, C.S.C., Leadership Fellows Program seeks to form passionate, socially conscious leaders prepared to advocate for human dignity and prepare for lives of active citizenship for the common good. The year-long fellowship offered by the Center for Social Concerns integrates skill-building, engaged research, and mentoring with a local professional.

### Study Abroad

We highlighted advances in the last decade of community-based learning (CBL) in study abroad locations during semester-long programs. The Center for Social Concerns dedicated a partial staff position to liaise with the study abroad office, consult with onsite faculty and community partners, and prepare students. A full list of community engagement opportunities at ND's study abroad sites is available [here](#).

### **Alternative Breaks** (with academic links)

This is a core strength of Notre Dame's engagement efforts, represented by a set of [Social Concerns Seminars](#) that build on Notre Dame's national and international networks. In the 2017-2018 year, for example, nearly 700 students participated in one of twelve such Seminars (each is one credit), which featured topics such as the U.S.-Mexico border, energy, climate change, healthcare, and race. Students reflect on their Seminar's central social issue through engagement with relevant texts, consideration of multiple perspectives, and immersions within affected communities.

### **University Core Curriculum**

The University's Core Curriculum was revised significantly in 2018 to include six "[ways of knowing](#)" representative of expanding conceptions of knowledge and fostering a greater sense of urgency for knowledge to be "committed to constructive and critical engagement with the whole of human culture," as the University mission statement notes. "Each of these ways of knowing represents an important modality for approaching, analyzing, and understanding different aspects of our lives and our world." Notre Dame's schools and colleges have also worked to integrate community engagement into their curriculum (including capstone and thesis projects). Examples include:

- The **College of Arts and Letters** offers a host of courses that seek to bolster community engagement. Over 50% of students complete a senior thesis, many of which have an engaged focus. The Hesburgh Program of Public Service requires a capstone project rooted in community engagement. The students in the Education, Schooling and Society Minor work with local school districts to focus on mutually beneficial outcomes and projects related to education.
- The **Mendoza College of Business** is home to the Deloitte Center for Ethical Leadership, which is central to fostering community engagement in the form of building values-based educational programs in moral and ethical development. The Student International Business Council (SIBC) is Notre Dame's largest student organization and undertakes projects with organizations around the country and the world to help students gain important, hands-on experience. The Social Entrepreneurship division, which was formally recognized in 2015, aims to create social awareness and promote development in impoverished communities. Mendoza also sponsors weeks devoted to examining ethical issues, engaging with local businesses that are on the frontline of this conversation.
- The **College of Engineering** boasts a robust community engagement curriculum. Its Center for Civic Innovation and related initiatives prompt students to volunteer in various capacities, to engage in research, and to complete relevant senior theses. The WAVES program (Wonder,

Art, Vibration, Engineering, Science) is an interactive educational presentation exploring the scientific and musical property of sound waves facilitated by the College of Engineering.

- The **College of Science** provides numerous opportunities to engage in research and internships that have a community focus. Since the previous classification, the College of Science invested \$500,000 in a DNA Learning Center, which is a hands-on science center devoted to modern biology education. This center prepares nearly 1,000 local K-12 students to explore science in the gene age. The College of Science also offers the Sustainability Minor and the Energy Studies Minor, both of which require an applied capstone project that engages students with local partners to address pressing community issues.
- The **School of Architecture** promotes community engagement mainly through capstone projects. Each 5th year student must complete a senior capstone project fulfilling the School's mission of being "committed to the making of well-designed livable cities and towns." This encourages projects with a community focus such as park designs, school cafeterias, and overall school designs.
- The **Keough School of Global Affairs** is Notre Dame's newest school and emphasizes community engagement in many aspects of its curriculum. The Integration Lab (i-Lab) furthers the school's mission of placing scholarship in the service of the common good by enabling Masters students to work with global partners to address real-world issues and challenges.
- The **Law School** is home to over a dozen different clinics and externships, and created a new position, Associate Dean for Experiential Programs. During the 2017-2018 year, 67% of all Law students participated in an externship or clinical experience averaging 7 hours each.

### **First Year Experience Courses**

The University supports first-year student courses designed to "explore various facets of identity and skill development aimed at leadership." Sixteen one-credit courses were offered in 2017-18. The same year, the University Writing Program offered ten unique sections of a community-based writing course to bridge "their academic work with responsibilities to the large communities they will encounter as students and well after." Further, in 2014 the University developed the Moreau First Year Experience [course](#), a two-semester core requirement with built-in opportunities to explore the local community and encourage future investment in community-engaged activities and coursework. The course enrolls approximately 2,050 students yearly.

## **Majors**

The application to Carnegie documents a variety of efforts within academic majors to foster engagement and address social concerns. Some departments (e.g., the Department of Romance Languages) attempt to go beyond offering community-based courses to developing a sequence of related opportunities. The Center for Social Concerns has also developed an [Engaged Program Initiative](#).

## **Minors**

The University offers a range of academic minors (usually 15 credit hours) many of which integrate topics across traditional disciplines and provide opportunities for exploration of social issues with community engagement. Examples include a) the [Catholic Social Tradition Minor](#), b) the [Poverty Studies Interdisciplinary Minor](#), c) [Education, Schooling, and Society](#), d) the [Hesburgh Program in Public Service](#), e) [Compassionate Care in Medicine](#), and f) the [Energy Studies Minor](#), and g) the [Sustainability Minor](#).

## **Graduate Studies**

The University offers a slate of opportunities for graduate students to engage and integrate disciplinary interests with community concerns. The Center for Social Concerns offers a [Graduate Certificate in Community Engagement and Public Scholarship](#) open to all graduate students. The Certificate integrates knowledge about the field of engagement with immersive and integrative elements. Workshops on engagement-related topics sponsored by the Center have drawn hundreds of graduate students over the last five years. The Center also offers a 10-day international immersion course—known as the [Common Good Initiative](#)—for graduate students in all disciplines (offered twice per year). This unique opportunity is designed for graduate students only, allowing opportunities for engagement in locations that have ranged from Haiti to Jerusalem to Uganda.

The Graduate School also offers a new initiative known as [LASER](#) (Leadership Advancing Socially Engaged Research). For this year-long opportunity, students take a one-credit course in Fall, Spring, and Summer and receive a small stipend. Each student builds a community-focused research initiative with feedback from faculty/staff and community partners. The Graduate School also emphasizes that “[Your Research Matters](#)” — encouraging graduate students to develop scholarship that can be a force for good, echoing the words of Notre Dame's founder. Many graduate students are involved in community-based research facilitated through the various colleges/schools, through the Center for Civic Innovation, the Center for Social Concerns, and the [ESTEEM Program](#).

## **Other**

We highlighted new credit-bearing collaborations with Westville Correctional Facility (e.g, the [Moreau College Initiative](#), [Rethinking Crime and Justice](#)), as well as new courses focused on restorative justice and employing the Inside-Out model of prison exchange. Collaboration on restorative justice efforts with the South Bend Community School Corporation has been enhanced by a grant from the Center for Social Concerns.

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## **Co-Curricular Engagement**

The University is home to hundreds of student organizations and co-curricular initiatives, many of which foster community engagement and public service. Here we highlight a few in areas outlined by Carnegie.

### **Social Innovation**

The [Student International Business Council](#), Notre Dame's largest student organization, undertakes projects with organizations around the country "to create social awareness and promote development in impoverished communities around the world through projects that deliver innovative business solutions to communities' most fundamental problems."

The [IDEA Center](#) supports a variety of co-curricular social innovation initiatives with both undergraduate and graduate students, including a social impact award via the McCloskey New Venture Competition.

### **Community Service**

The Center for Social Concerns provides students with innumerable opportunities to serve the off-campus community. The [Community Partners Directory](#) includes contact information for over 70 organizations in South Bend. Once engaged with an organization, the Center for Social Concerns and ND's Transportation Services provide vehicles for transportation. In 2017-2018, over 2,100 students partnered with community organizations through either individual or curricular service opportunities.

Another salient service contribution is the entry of Notre Dame graduates following graduation into full-time service/volunteer opportunities. Approximately 150 students engage in such post-grad service each year, or approximately 7% of the graduating class (as reported by the Office of Strategic Planning and Institutional Research).

Notre Dame raises funds (from employees and students) for the local United Way (over \$300,000 annually in recent years). See: <http://unitedway.nd.edu>.

Notre Dame Alumni Association welcomes alumni, family, and friends back to campus to participate in [Family Volunteer Camp](#), a service program in collaboration with about 20 local non-profits per summer. Approximately 125 people (chosen by lottery due to the popularity of the program) participate in each two-week session.

The DeBartolo Performing Arts Center (DPAC) provides community programs and training through its Visiting Artist Series, events that are free to the public, professional development opportunities for K-12 and more.

### **Student Leadership**

Student leadership is witnessed and enhanced within 71 formal student service and social action [clubs](#) (recognized by the Office of Student Activities) that foster community service and social action. To be recognized, student clubs must be vetted through the Center for Social Concerns. The number of service/social action clubs has increased from 25 in 1988-1989 to 40 in 2006-2007 to the current 71. Hundreds of students are involved annually.

### **Work Study**

Notre Dame students who are awarded Federal Work-Study (FWS) have the opportunity to obtain positions at a variety of authorized community service agencies. The goal of these [partnerships](#) is that students can do work that both develops professional skills and enriches the local South Bend community.

### **Living Learning Communities**

Notre Dame has a high level of on-campus residentially among students, with the [goal](#) of fostering “intellectual, moral, and spiritual development ... characterized by a collective sense of care and concern for the common good and service to others.” Almost every residence hall fosters some form of public service.

### **Athletics**

The [Athletics Community Commitment](#) division was developed to extend the Holy Cross mission and the impact of collegiate sport through service to, and engagement of others. The Athletic Department provides resources for a wide range of activities from direct service by athletes to support for underserved youth to access sports camps and educational opportunities.

### **Student Voter Registration and Voting**

Notre Dame has well-developed efforts to foster student political awareness and voter registration. [ND Votes](#) is a nonpartisan campaign of the Center for Social Concerns, the Rooney Center for the Study of American Democracy, the Constitutional Studies Minor, the Office of

Public Affairs and active student leaders to promote voter education, registration, and mobilization.

ND Votes and others on campus have fostered student voter registration through TurboVote. The University engaged more than 500 students with TurboVote during the 2017 calendar year, placing it within the top 10 among 104 college and university partners, prompting [praise](#) from Democracy Works.

The University also endeavors to measure student civic/political participation and to examine such in relation to general community engagement. For each presidential election since 2004, researchers at the Center for Social Concerns have surveyed the student population (both undergraduate and graduate) to examine how frequently students vote and how voting patterns may change across contexts and time (see this sample [Report](#)). The University also partners with the National Study of Student Learning, Voting, and Engagement (at Tufts University) to learn about Notre Dame student voting through public records.

### **Discussion of Controversial Social Issues**

This is a strength of Notre Dame in many ways. The University of Notre Dame has been a recognized national leader in promoting justice, civil rights, and civil dialogue for decades. These values can be traced to and are presently aligned with Catholic teaching that recognizes the individual dignity of each person and the responsibility to foster solidarity and a 'preferential option' for the vulnerable and poor. As a University that points to questions of justice and oppression in its mission statement, Notre Dame fosters a wide array of opportunities for examining social and ethical challenges in multiple contexts (local, national, and global). Examples include the annual [Rev. Bernie Clark, C.S.C. lecture](#), the [Higgins Labor Program](#), new [restorative justice efforts](#) at the Center for Social Concerns, [Keough School of Global Affairs](#) events addressing global concerns and human rights, and the new Ansari Institute efforts to discuss refugees, economic disparities, gender inequalities, nationalism, artificial intelligence, genetic technologies, and climate change in the context of religious pluralism.

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## **Professional Development of Faculty/Staff**

### **How does the campus support professional development for faculty and staff fostering engagement?**

A salient addition in professional development since 2010 is the creation of the Center for Social Concerns Community Engagement Faculty Institute (CEFI), started in 2011. As noted, this

three-day summer institute is open to faculty, staff, graduate students, and community partners who want to explore or deepen their understanding of community engagement and engaged scholarship. The agenda is robust, with participants learning on campus and visiting community partner sites each day. Since 2011, more than 200 people have participated, resulting in newly developed courses, research projects, and collaborations across the campus and community. The Center for Social Concerns also has developed an Engaged Learning Forum [series](#).

Another faculty development initiative included the [Listening to Puerto Rico Project](#), in which twelve faculty members traveled to Puerto Rico in spring of 2019 to learn from post-hurricane efforts and explore means to build ongoing awareness.

The University has also developed a [Certificate in Community Engagement and Public Scholarship](#) for graduate students to develop expertise in the field of engagement.

## Engaged Scholarship of Faculty and Staff

**How have faculty of any employment status not only incorporated community-based teaching and learning into courses, but turned that activity into research to improve teaching and learning? How have faculty and professionals collaborated with community partners to produce scholarly products representing co-created knowledge?**

We provided examples of the work of more than a dozen representative scholars and staff at Notre Dame and noted support from the Center for Social Concerns in adding research positions (one position focused on student development research, a second on community-based research). An overview of publications and presentations facilitated by faculty/staff at the Center for Social Concerns is [here](#).

We also highlighted the work of Jay Caponigro, director of community engagement in the Office of Public Affairs who partnered with stakeholders to examine the local community's views of University engagement efforts, and co-authored: [\*Engaged, Committed, Invested: A Report on the Community's Perception of Notre Dame's Engagement Activity \(2016\)\*](#).

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## Outreach and Partnerships

Outreach and partnership represent two different but related approaches to community engagement. For both of these approaches, numerous centers, programs, and disciplines incorporate community outreach and partnership into their scholarship and operations.

We were asked to provide detailed descriptions (scope, participation data, and impact) of 15 salient campus-community partnerships. The challenge here was to narrow the list to 15, for Notre Dame has many active partnerships, some of which span decades.

### **Internal to ND Partner**

### **External Partner**

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| <ol style="list-style-type: none"> <li>1. <a href="#"><u>Business on the Frontlines (BOTFL)</u></a><br/>Mendoza College of Business</li> <li>2. <a href="#"><u>CRS and ND Partnership</u></a></li> <li>3. <a href="#"><u>Community-Based Learning Coordinators</u></a></li> <li>4. <a href="#"><u>Lead Affinity Group and Lead Innovation Team</u></a></li> <li>5. <a href="#"><u>Bowman Creek Educational Ecosystem</u></a></li> <li>6. <a href="#"><u>Listening to Puerto Rico</u></a></li> <li>7. <a href="#"><u>Moreau College Initiative at Westville Prison</u></a></li> <li>8. <a href="#"><u>ND LEEF</u></a></li> <li>9. <a href="#"><u>Jumpstart at the Snite Museum</u></a></li> <li>10. <a href="#"><u>FLTA Language, Arts &amp; Culture partnership</u></a></li> <li>11. <a href="#"><u>Experience the Ice</u></a></li> <li>12. <a href="#"><u>Teachers as Scholars (TAS)</u></a></li> <li>13. <a href="#"><u>Robinson Community Learning Center</u></a></li> <li>14. <a href="#"><u>Back the Bend</u></a></li> <li>15. <a href="#"><u>Mediation Clinic</u></a></li> </ol> | <p><b>Foundation for the Ideas of Peace (Columbia)</b></p> <p><b>Catholic Relief Services</b></p> <p><b>Center for the Homeless</b> (one of 7 CBLC Partners)</p> <p><b>Near Northwest Neighborhood Center</b></p> <p><b>Southeast Organized Resident (SOAR)</b></p> <p><b>Universidad del Sagrado Corazón in Puerto Rico, University of Michigan, and others</b></p> <p><b>Holy Cross College, Indiana Dept. of Corrections</b></p> <p><b>St. Patrick’s County Park</b></p> <p><b>South Bend Community Schools – Title I buildings</b></p> <p><b>Nuner Primary School, US State Dept.</b></p> <p><b>Darden Primary Center</b><br/>(one of 20 participating schools)</p> <p><b>Penn Harris Madison School Corporation</b></p> <p><b>Northeast Neighborhood Council</b></p> <p><b>City of South Bend Public Works</b></p> <p><b>St. Joseph County Courts</b></p> |
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Some outcomes of the partnerships (which are too numerous to list in total), include:

- The Notre Dame Eck Institute for Global Health developed a course in 2017 on lead poisoning in the local area. This class grew into a local coalition of partners that now works to compile data, engage in educational efforts, and test homes of lead-poisoned children.

- The Law School's Applied Mediation Clinic engages law students to serve as mediators in civil cases to help people avoid the costs and combat of the trial process. In 2017-2018 alone, students facilitated agreements between the parties in 84% of the cases.
- The Athletic Department has worked to provide resources to local children and children around the country. In 2017, more than 8,000 children participated in summer camp programs. To increase accessibility to these programs for local low-income students, the Camp Scholarship initiative was established in 2015.
- Since the last classification, The Snite Museum of Art began the Jumpstart Program to connect local students to the art world. As a multi-year program, Jumpstart fosters long-term relationships with students to promote interest in art while giving them a sense that the Snite is their museum.
- Another innovative partnership is between Notre Dame's Center for the Study of Language and Cultures and Nuner Fine Arts Academy in South Bend. This partnership enables students to connect with Fulbright Foreign Language Teaching Assistants (FLTA). Of the FLTAs assigned to Notre Dame, several of them also volunteer their time in Nuner classrooms to teach their native language and culture to elementary age students.
- One of Notre Dame's longest partnerships with the community is the Robinson Community Learning Center (RCLC). Programming at the RCLC includes tutoring, violence prevention, financial literacy, and parenting support. This is overseen by an advisory board of residents, partners, Notre Dame faculty, and students. In September of 2018, President Jenkins committed \$1 million from the University and \$1 million through benefaction and fundraising for a new \$3.5 million facility to improve the programming of the RCLC.
- A signature partnership for Notre Dame is the Bowman Creek Educational Ecosystem (BCe2), in collaboration with Indiana University South Bend, Ivy Tech Community College, several high schools, and local government partners. The goal of BCe2 is to engage Engineering and other students in the Southeast Neighborhood of South Bend while fostering community development. In 2017-2018 alone, 44 students interned, 40 additional students mentored community members, and over 100 more volunteered for a total of 10,000 hours of direct, community-engaged work.

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## Concluding Summary and Next Steps

### Overall Findings

Our review suggests that engagement at the University of Notre Dame is integrated with mission, well supported, and robust. Some of the more salient findings from the application process include:

1. Awareness that the ethos for community engagement and impact is quite strong at Notre Dame, crossing all domains from courses and research to the efforts of our food service and security teams. While terms, duration, and scale vary, we have observed countless grounded and thoughtful efforts to be a "force for good." While such may be part of our institutional DNA (as one committee member noted), we want to avoid assuming a posture of satisfaction by working toward integration, intentional support, and continuous improvement.
2. Our engagement has expanded over the last decade, both regionally and globally. While Notre Dame began local community service efforts decades ago, in the last ten years the University has invested in infrastructure to foster a local welcome and regional impacts. At the same time, as a University that emphasizes international learning and collaboration, we have developed a sustained [array](#) of global engagements that are intentional and reciprocal to work toward impact.
3. We were also pleased to see developing efforts to enhance civic and political awareness on campus through engaged programming, collaboration between relevant entities, and research.
4. The Carnegie application team also noted expanded assessment efforts to examine the impact of community engagement efforts, with an eye toward both improvement and contributions to research and scholarship in the field of engaged learning. There have also been expanded efforts to share promising practices nationally through scholarship on engagement.
5. The application process has also provided strong evidence of how engagement has become more deeply integrated into the curricula and research/scholarship of the Colleges and Schools, as we highlight in various sections.

## **Recommendations and Opportunities for Improvement**

1. Address in a more intentional manner how engagement factors into faculty recruitment, promotion, and tenure. Benchmark other research universities for models of specific recommendations and guidelines for such (both within and across colleges).
2. Further examine how current strategic planning documents at Notre Dame incorporate community engagement, and work across colleges/schools and with the Office of Strategic Planning and Institutional Research to enhance planning for engagement.
3. Examine/discuss/refine the theories of change that undergird the engagement efforts documented in the application? How might we further articulate our beliefs about how change may be accomplished and improve our strategies in common?
4. Consider emergent potentials and plan the next University signature project(s). How can the University support comprehensive projects that are sustained, integrated, and impactful?
5. Explore potentials for applied learning and research inherent to the [LIFT project](#) in South Bend/Elkhart, and [funding](#) from the Lilly Endowment.
6. Examine what barriers exist for various students/faculty/staff with respect to engagement. How might the University lessen such, and foster more comprehensive engagement opportunities?
7. Work continuously to examine community partnerships to ensure the University contributes in a spirit of authentic reciprocity? How can we avoid burdening community partners with expectations/requests, and offer means to support their efforts as co-educators? How may we best focus on community-driven questions and impact?
8. Enhance Notre Dame's contributions to the scholarship of engagement. Improve how we report learning with community partners, and share promising practices in the field?
9. Enhance assessment of engagement efforts more intentionally and systemically. Employ the inventory our Carnegie application represents to foster ongoing discussions toward improvement through more robust assessment, regularly shared reports, and the like. Focus on assessment that examines impacts on the institution (how Notre Dame changed), on community capacities and outcomes, and on student growth and development. Incorporate a longitudinal frame (e.g., how alumni/ae engage, contribute).

10. Expand the role and support for the [Community Engagement Coordinating Council](#) to provide means to coordinate and integrate academic community engagement. Develop a new [strategic plan](#) for the Council.
11. Strengthen and support the role of the Director of Academic Community Engagement in the Office of the Provost and across the University.
12. Explore emerging models at other universities to further embed engagement norms and practices deeper into University life. Further engage faculty and academic leaders with national initiatives (e.g. TRUCEN, Engaged Scholarship Consortium) that foster engaged learning.
13. Prepare for reapplication (by April 2025) to Carnegie for the 2026 Classification. Enhance and targeted data gathering mechanisms and foster planning toward this end, integrating with other University-wide self-assessment efforts (e.g., accreditation).

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### **Questions for Discussion — Ideas for Use — Next Steps**

The data gathered for the Carnegie application represents a thorough assessment that can be put to work to enhance engagement efforts (such is an implicit purpose of the process, and our primary motivation for participating). We invite faculty, staff, and students to examine the data in areas of interest to inform planning. What next priorities are reflected in our efforts to date, and what do we envision for the next decade and beyond?

This Executive Summary and further information on engagement across Notre Dame can be found at the following sites:

<https://engagement.nd.edu>    [Center for Social Concerns](#)    [Office of the Provost](#)

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To see the full application and the data used to build it, contact:

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## Addendum — Carnegie Classification Received

On January 31, 2020 the Office of the President received notification from the Carnegie Foundation that the University received the 2020 Community Engagement Classification, citing, according to a [press release](#) from the University: “excellent alignment among the University’s mission, culture, leadership, resources, and practices in support of dynamic and noteworthy community engagement.”



**Thanks** to all who helped make such possible, especially our community partners locally, nationally, and across the world.

Carnegie’s [public announcement](#) noted that 119 universities and colleges (across 37 states) received the 2020 Classification. Notre Dame was one of 28 doctoral universities with very high research activity to be recognized. The University is distinguished as one of three universities among the *US News and World Report* 2020 listing of top 25 national universities to receive the 2020 Classification (five others hold the still active 2015 Classification).

The Foundation provided [resources](#) in consideration on next steps, and in a letter to the University, detailed specific recommendations for classified institutions to enhance future engagement. The recommendations are focused in six areas: a) infrastructure, b) assessment, c) community partnerships, d) academic work, e) faculty rewards, and f) historically underrepresented students.

### **Future Cycle for Reclassification**

The Carnegie Foundation also announced that after consultations with various constituents and a review of improvement science, the cycle for reclassification will be shortened from ten to six years. Carnegie notes that the shortened cycle balances “recognition and reapplication” and provides opportunities “to enhance continued improvement in the field.” Toward that end, the Foundation has announced plans for Networked Improvement Communities through which campuses may collaborate with each other and community partners to address common challenges and foster “focused, reciprocal, outcome oriented ... community change”.

Thus Notre Dame will be eligible to reapply for the 2026 Classification. The framework will be available in 2024 with an April 2025 deadline.