August 25, 2006

Amy Driscoll
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The Carnegie Foundation for the Advancement of Teaching
51 Vista Lane
Stanford, CA 94305-8703

Dear Amy:

On behalf of Arizona State University, I would like to thank you for inviting us to participate in the 2006 Carnegie Community Engagement Elective Classification application and documentation process. I am pleased to share with you our institutional documentation of community engagement. As a university that is firmly committed to community engagement, we have embraced the opportunity the process has provided to document our efforts, share them with others, and continue to refine our vision for our involvement with the community.

At ASU, we envision a new model for higher education that integrates the community into its research and teaching. We speak of becoming a New American University – a university that assumes responsibility for the economic, social, and cultural vitality of its community. Core to this vision is our connection to the community, which we refer to as “social embeddedness.”

At ASU, we define social embeddedness as the ongoing integration of the following five innovative and distinct, yet interrelated actions:

1. *Community capacity building* – enabling community-based organizations and institutions to become strong and effective by providing support, training, and access to resources and information
2. *Teaching and learning* – involving faculty and students in solving problems facing communities
3. *Economic development* – responding to the needs of the university and the needs of communities as ASU pursues its role as an economic engine
4. *Social development* – enhancing the well-being of the diverse people and communities of Arizona by working closely with public and private institutions
5. *Research* – advancing relevant inquiry by valuing community input, knowledge, and needs

With an eye toward long-term progress and practicable solutions through quality research and community collaboration, we use the term social embeddedness to connote a framework for
complete and sustainable mutually-beneficial partnerships between the university and the community. For us, this term signifies a broader understanding of university-community interaction than is suggested with terms such as “civic engagement” or “community outreach.”

While social embeddedness is an integral part of our vision as the New American University, public service has long been a defining characteristic of ASU. Throughout our history, ASU faculty, staff, and students have been involved with the community in a number of ways. These have included traditional opportunities such as service learning and community outreach programs, as well as key partnerships in areas such as education, nursing, and the arts.

With the advancement of our vision for ASU as a New American University, we have recognized the need for new ways of engaging with the community and for the development of infrastructure to support our students, staff, and faculty in doing so. As you will note in our documentation framework, we do not have one central coordinating infrastructure to support community engagement, but rather an organic university-wide interconnected infrastructure. This represents a strategic decision at ASU to work towards integrating social embeddedness at all levels, so that the responsibility and opportunity to engage with the community belongs to all faculty, staff, students, and administration.

However, recognizing the need for the collaboration and communication across the university in order to advance our community engagement, ASU has developed model resources and supports that are widely accessible. For instance, the sharing of information and fostering of collaboration is facilitated through the monthly meetings of the Community Outreach Committee, comprised of program coordinators at ASU who meet to share information and best practices about their community engagement efforts. In fact, this committee was deeply engaged in the community engagement documentation process, helping to ensure the document reflected the many ways in which ASU is connected to the community.

We have also recently put in place an interactive web site called *ASU in the Community*, which serves as an online resource of all of ASU’s community outreach programs with an accompanying e-newsletter that shares with subscribers the range in programs underway as well as stories of how others around the university are doing socially embedded work. The web site contains a searchable database of over 1000 outreach opportunities in a variety of impact areas and for different audiences, serving as a resource not only for ASU faculty, staff, and students, but for the greater community as well.

Our exemplary initiatives to date are opportunities that combine research with service to create partnerships that utilize ASU resources for the benefit of the community. For example, one such initiative is the *Stardust Center for Affordable Homes and the Family*, which creates sustainable and culturally responsive designs in partnership with families and communities, educates on the importance of quality, high-density and affordable housing for the Phoenix metropolitan area, and contributes in terms of regional dialogues and other services based upon its research. Essential components of these initiatives are university-wide participation, community-involved design, and the desire to meet a unique community need while helping to spur social and economic development. These efforts are all part of the strong base ASU has been laying for a comprehensive social embeddedness program.
Over the past two years, we have conducted a thorough analysis of ASU’s capacity in social embeddedness to determine ways of enhancing our integration with the community for broader impact. Working with consultants through Fern Tiger and Associates, we have assessed ASU’s programs as well as the work being done by universities across the country and the perceptions of local leaders concerning ASU. The resulting analysis has revealed that while ASU is deeply engaged with the community at many levels, it is necessary to continue to work towards fully institutionalizing our vision for social embeddedness in order for it to be successful and sustainable.

We recognize the need to replicate and expand the work we have started so that it truly influences the entire university’s culture and operations. The success of this work is dependent upon a coordinated effort that engages the full ASU community and works in partnership with the communities of Arizona. Certainly the Carnegie Community Engagement documentation process has served as an excellent opportunity for us to identify our strengths in community engagements as well as identify areas where we can continue to strengthen and build upon our involvement with the community.

At ASU, we are excited about the work we are doing in partnership with the community and the opportunities that lie ahead to build upon our current efforts. By institutionalizing social embeddedness, ASU has the opportunity to become a unique and leading model for university-community partnerships, inspiring campuses across the nation to engage with their communities in interactive and mutually beneficial ways.

I applaud Carnegie for recognizing the importance of connecting the university to the community and thank you again for the opportunity to participate in this process.

Sincerely,

Michael M. Crow
President

Enclosure

c: Kimberly Loui
A. Institutional Identity and Culture

Required documentation (Complete all 4 of the following)

1. Does the institution indicate that community engagement is a priority in its mission statement (or vision)?
   Yes ☐ No ☐  Quote the mission (vision)
   "To establish ASU as the model for a New American University, measured not by who we exclude, but rather by who we include; pursuing research that benefits the public good; assuming major responsibility for the economic, social, and cultural vitality and healthy well-being of the community."

2. Does the institution formally recognize community engagement through awards and celebrations?
   Yes ☐ No ☐  Describe examples
   e.g. The President's Medal for Social Embeddedness is awarded annually and recognizes ASU employees who have worked as departmental, interdepartmental, or transdisciplinary teams to demonstrate excellence in embedding ASU in the social and cultural fabric of the surrounding communities.

   e.g. The President's Medal of Excellence for Community Impact honors innovative community leaders who have advanced awareness and action on issues that affect the well-being and positive development of their communities.

   e.g. The Leadership Breakfast Series honors faculty, staff and student coordinators of community outreach programs for their efforts. The Leadership Breakfast Series is also a forum for students, faculty and staff to interact with visiting speakers.

3. Does the institution have a system for assessing community perceptions about the effectiveness of the institution's engagement with the community?
   Yes ☐ No ☐  Describe system

   Beginning in September 2004, more than 200 individuals in the metropolitan Phoenix region have been interviewed in person about ASU’s social embeddedness. ASU contracted with Fern Tiger Associates, an Oakland-based communications consulting firm, to lead this effort. Individuals interviewed include ASU faculty and administration, nonprofit leaders, business leaders, policy analysts, philanthropic organizations, elected officials, and community-based and ethnic leaders.
Does the institution use the assessment data?  
[ ] Yes  [ ] No  
*Describe how the data is used*

ASU has used the interviews described above to shape its social embeddedness agenda. A group of 36 faculty, staff, administrators and students form the Social Embeddedness Steering Committee and have put forward significant recommendations for how the university can be socially embedded. A social embeddedness plan is being produced out of those recommendations, and it will be widely shared within ASU and with our communities.

4. Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution?  
[ ] Yes  [ ] No  
*Describe the materials*

e.g. The ASU homepage (http://www.asu.edu) features a quick link to "Community Outreach".

e.g. The New American University booklet is a high-quality 24-page publication that outlines the vision for ASU as a New American University, and provides descriptions of the design imperatives and exemplary initiatives, including a focus on social embeddedness.

e.g. The New American University website (http://www.asu.edu/newamericanuniversity) presents the design imperatives and exemplary initiatives at ASU in an interactive online format. The website includes links to program websites, and information about the direction of future community involvement.

e.g. Recruitment materials provide significant spotlight to community engagement. The "Prospectus" highlights service to the community through several pages. The "Possibilities" publication highlights the academic focus on community service. Other publications and electronic communication describe student involvement and leadership in service.
I. Foundational Indicators

B. Institutional Commitment

Required documentation (Complete all 8 of the following)

1. Does the executive leadership (President, Provost, Chancellor, Trustees, etc.) of the institution communicate explicitly to promote community engagement as a priority?

[ ] Yes [ ] No  
Describe, quote

E.g. The President has laid out eight "design imperatives" for his vision of ASU as a New American University. One of these design imperatives is social embeddedness. He communicates this widely in his speeches.

E.g. In FY2005-06 the Arizona Board of Regents (ABOR) approved a Public Awareness Plan which is intended, "to inform the various constituencies of the Arizona university system about upcoming challenges and opportunities that will greatly affect the university system and about the Board's role in meeting these challenges and enhancing higher education in Arizona." Part of this mission includes providing more information to stakeholders and actively engaging the community. As a part of this commitment ABOR will interact with the community in a number of ways: "Board members will be invited to participate in community forums, university forums, and student meetings, including an orientation for new student leaders, that provide an appropriate opportunity for the Regents to talk about the Board's role and system-wide matters."

E.g. The Executive Vice President and Provost was attracted to ASU in large part because it is a university that actually implements a connection between academic work and the community. She began in August 2006, replacing former Provost Milton Glick who left to become President of the University of Nevada-Reno. In her previous position as Vice Chancellor for the State University of New York system, she worked to connect academic research to economic development in Buffalo, N.Y. She looks forward to ensuring that academic research and teaching are embedded in the community.

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

[ ] Yes [ ] No  
Describe with purposes, staffing

Community Engagement is realized out of multiple centers, colleges and departments with staffing and facilities responsive to the needs and opportunities of their disciplinary, or interdisciplinary, programs. The result is an organic infrastructure that interconnects across the university in relational networks, rather than a single command center. These networked centers take ownership and responsibility for the creation, implementation and evaluation of community-based initiatives. This networked strategy supports ASU’s efforts to ensure that community engagement is woven throughout the university, rather than housed in one specific center or unit. These centers and offices are generally staffed at a high level. Many are led by directors that report directly to a vice president or dean. The sharing of information and best practices among community engagement
program coordinators is facilitated through monthly meetings of the Outreach Initiatives Committee. This committee's goal is to ensure effective communication among the networked centers and foster more collaboration across programs in an effort to improve community engagement. The units below represent a sample of ASU's networked infrastructure that are connected through the Outreach Initiatives Committee and provide support university-wide to advance community engagement.

e.g. **ASU in the Community**- ASU in the Community is an online database of outreach programs and partnerships between ASU entities and the community. The website serves as an online tool for program coordinators to recruit and engage the community in their programs, and to share information about their programs with others on campus. A bi-monthly newsletter with program features and announcements raises awareness among ASU faculty, student and staff about outreach programs currently in place. ASU in the Community is staffed directly through the President's Office.

e.g. **University-School Partnerships**- University-School Partnerships (USP) utilizes university-wide resources to create linkages with local public school districts in order to improve the quality of education in the state. USP's ALPHA Partnership connects ASU directly with 26 schools in eight high-need districts. With the help of ASU and community partners, 14 of the schools have improved their performance status with the U.S. Department of Education. USP works with local school districts to improve performance by focusing on four areas including: early childhood education, high-quality teachers, educational leadership, and improving relationships between students and families. University-School Partnerships is led by a university vice president who has dedicated staffing to support all efforts within the office.

e.g. **Community Partnerships Office**- The Herberger College of Fine Arts' Community Partnerships Office is one example of how individual ASU colleges provide infrastructure support to advance community engagement within the college that meets the individual college needs while also facilitating collaboration with other units across the university. The primary objective of this office is to enrich the lives of students, faculty and the larger community through programs that encourage artistic innovation and collaboration. The office partners extensively with other ASU colleges, local schools, arts organizations, healthcare institutions, human services organizations and government agencies to develop and support programs that enhance art instruction, bring a greater number of after school arts programs to the Phoenix metro area, inspire civic dialogue, deliver lectures on arts and culture, provide musician visits to hospitalized community members, and encourage students to stay in school. The Community Partnerships Office is part of the Office of the Dean of the Herberger College of Fine Arts, and is led by a full time director.

e.g. **Service Learning**- ASU's Service Learning program provides students across the university with opportunities for civic engagement and experiential learning through academically-linked or work-study funded service to the community. Community partners benefit through the provision of tutoring, mentoring and academic enrichment for kindergarten through eighth grade children in economically-disadvantaged communities. The Service Learning program is led by the Director of Academic Community Engagement Services who is supported by a staff dedicated to the Service Learning program, including a senior program coordinator.
e.g. **ASU for Arizona**- ASU for Arizona is a state-wide community outreach department based in the Community Development unit of the Office of Public Affairs. ASU for Arizona works with faculty, staff and students university-wide to build and maintain effective relationships between Arizona communities and ASU entities, to inform Arizona communities about university resources available to them, to provide information and resources tailored to a specific community's needs, and to ensure that Arizona's communities view ASU as a potential partner in addressing social, economic, environmental and quality of life issues in their communities. ASU for Arizona is led by a director who is supported by full-time staff.

e.g. **Community Service Program**- This program is part of the Student Involvement Center which promotes student engagement in volunteer opportunities both on campus and in the community through a number of programs. The Community Service Program supports community engagement through a number of projects aimed at students, faculty and staff. The program also provides assistance to the community by allowing them to connect with ASU's large volunteer community. The Community Service program is led by a full time coordinator.

e.g. **Partnership for Community Development**- As part of the College of Human Services at ASU at the West campus, this group is an example of how each ASU campus is accessing university-wide resources to meet the unique needs within their respective communities. The mission of the Partnership for Community Development is to establish collaborative relationships with nearby public and private community organizations to address critical community needs. Assistance is provided in the areas of collaboration building, needs assessment, organizational management, program administration/evaluation and strategic planning. The Partnership for Community Development is led by a director who also serves in the capacity as Associate Dean for Community Initiatives.

3. Are there internal budgetary allocations dedicated to supporting institutional engagement with community?

[ ] Yes  [ ] No  
Describe (% or $ amount)

The internal allocation of resources for community engagement occurs at the unit level, with colleges receiving money based on existing programs and plans for future community engagement activities. Below are some examples of budgetary allocations at the unit level.

e.g. **Herberger College of Fine Arts**- The college provides $624,000 to operate the Community School for the Arts, the Community Partnerships Office, the Office of Public Art, and the ASU Art Museum Education Office. The college also directs approximately $55,000 in gifts and endowed income to provide participant scholarships and student support in programs. The total estimated operating support for community engagement for the college is $679,000.

e.g. **Service Learning**- The Service Learning program received $180,000 in internal budgetary allocations in the past fiscal year, of which $172,000 was spent on full-time staff salaries. The majority of funding for community engagement programs and services is provided through external sources.
Is there external funding dedicated to supporting institutional engagement with community?  
☐ Yes ☐ No  
*Describe specific funding*

Below are examples of academic units that pursue external funding to further their community engagement programs. Other units follow much the same course in raising external resources.

**Service Learning** - The Service Learning program received $700,000 in external support for its programs in the most recent year.

**Herberger College of Fine Arts** - The college receives numerous grants to support its engagement. External funding is important in the cultivation of on-going work. In the last year, the college received an estimated $300,000 in grant support from more than 30 local and national organizations and foundations. Equally important, however, is the non-monetary external support from the community that includes facilities, partners (intellectual and creative capital, recognition), staffing, materials and supplies.

**Lifelong Learning Program** - The Bernard Osher Foundation has invested $200,000 to support the development of lifelong learning programs offered through Arizona State University. The Osher Lifelong Learning Center at ASU provides learning opportunities to older adults at all ASU campuses and in nearby communities. Programs are taught by ASU faculty and staff, emeritus faculty and community experts. More than 1,000 students enrolled in ASU Lifelong Learning programs in Fall 2005.

**Service at Salado** - This program has received funding from the Nina Mason Pulliam Charitable Trust, the National Science Foundation and the Department of Education to provide environmental educational experiences to low-income middle school children in Phoenix. ASU student interns work with faculty and staff in local area schools.

Is there fundraising directed to community engagement?  
☐ Yes ☐ No  
*Describe fundraising activities*

Fundraising for community engagement activities occurs on a number of levels. Fundraising professionals within academic units such as colleges and schools raise funds for college-level, often faculty-initiated, community projects. Additionally, fundraising for major university initiatives occurs both at the unit level and at a centrally-managed, major donor level.

**e.g. University-School Partnerships (USP)** - USP has conducted an environmental scan of local small businesses in ALPHA districts, and sent personalized letters with follow-up and face-to-face meetings as a way of fundraising for the program. USP has also received funding in the following amounts and areas:

**Partnership Agreements**:
- $120,000 from ALPHA Partnership (Cartwright, Fowler, Isaac, Murphy, Phoenix Elementary, Tolleson Elementary, Phoenix Union High School District, Tempe Unified School District)
- $50,000 from BETA Partnership (Mesa Public School District)
- $5,000 from DELTA Partnership (Tertulia Charter School)
Grants:
• $85,000 from WestEd for High School Completion Summit
• $108,000 from Ford Motor Company for Ford Partnerships for Advanced Studies
• $225,000 from Arizona Department of Education for Benchmarking Study

Foundations/Gift Agreements:
• $150,000 from Stardust Foundation to Cartwright District
• $200,000 from Just For Kids Foundation to Murphy District
• $150,000 from local philanthropist Bill Carstens to ASU's Vice President of Educational Partnerships Office
• $187,000 through AZ Literacy and Learning to Murphy Literacy Project

e.g. Service Learning- The Service Learning program is funded primarily through grants and donations, receiving an $18,000 City of Tempe Title V Grant as well as a $280,000 America Reads Challenge Grant. The program also recently received a $170,000 grant from the Nina Mason Pulliam Charitable Trust as well as a $74,000 grant from the Arizona Governor’s Council on Developmental Disabilities. Donations are provided by organizations including school districts, foundations, nonprofits, and private companies. Notable funders include the Boys and Girls Club, United Food Bank, Salt River Pima-Maricopa Indian Community, and the Armstrong Family Foundation.

e.g. Fulton School of Engineering- The School of Engineering raises $100,000-$150,000 each year through industry partnerships that go directly to supporting the outreach activities of the Student Outreach and Retention Office (SORP). The partnership funding supports SORP's Math, Engineering and Science Achievement Program, the Fulton Summer Institute, and the Coalition of Engineering Minority Societies and the Society of Women Engineers.

e.g. Herberger College of Fine Arts- The college focuses direct effort on raising money to fund community engagement. The Artworks project is funded by an endowment from the late Katherine K. Herberger and a subsidy from Herberger College. Other gifts to support community partnerships come from donors such as the Evelyn Smith Family and Eleanor A. Robb.

The college also receives corporate support for community-based performances and exhibitions, including $10,000 each from the Harris Financial Group and Blue Cross-Blue Shield Arizona for MainStage 2006-07. Financial and in-kind support for a new community-focused exhibition by the ASU Art Museum is provided by the Najafi Companies, Wespac Construction, and the Maurice R. and Meta G. Gross Foundation, among others.

Generous in-kind and marketing and promotional support also plays a valued role. Examples include the Tempe Convention and Visitor's Bureau co-promotion of Latino-oriented events through Arte es Amor and the Smithsonian’s support with its second CultureFest. The total estimated annual gift and endowment support is $58,000.
Lifelong Learning (LLL) Program - ASU provides lifelong learning programming for multigenerational communities through partnerships with developers, builders and residential boards interested in providing enriched living experiences for their community members. Financial partners have included Pulte/Del Webb, DMB, Shea Homes, Sunbelt Holdings, Community Association Management at Sun City Grand, Recreation Centers of Sun City, Inc., Property Owners and the Resident Association of Sun City West, and the City of El Mirage. With grant money from the Bernard Osher Foundation, ASU LLL has also developed the Osher Lifelong Learning Institute at ASU.

4. Are there systematic campus-wide assessment or recording mechanisms to evaluate and/or track institutional engagement in community?

   Yes [ ] No [ ] Describe

There are several mechanisms currently in place at ASU campuses that are assessing the university's level of community engagement on both an institutional and programmatic level. Also, several programs have recording mechanisms for evaluating the effectiveness of their own engagement activities; and these are shared between programs through the monthly meetings of the Outreach Initiatives Committee, a group of program coordinators at ASU that represent outreach efforts across the university.

ASU in the Community - ASU in the Community is an online tool that is designed to track ASU's community outreach efforts. It is also a resource for community members to locate programs and initiatives coordinated by ASU throughout the state. The website features over 1,000 outreach opportunities and provides search tools to allow users to find programs in a specific focus area, as well as a mapping tool that locates programs by impact areas, city, and zip code. The information on the website is used by several departments and groups throughout campus to monitor their community outreach programs. The outreach efforts of ASU in the Community also include a bi-monthly newsletter that features programs and events which is distributed electronically to faculty, staff, students, and community members.

Community Service Program - This program uses surveys of both students and community members to gauge the effectiveness of individual programs. Local non-profits are also surveyed about the effectiveness of community service programs. Data from the surveys is used to make changes to the program structure.

Service Learning - Assessment methods include student program evaluations, community partner surveys, and personal meetings with stakeholders. Assessment is made on all levels, from students and teachers to administrators and program coordinators.

Are course-level data used for improving courses?

   Yes [ ] No [ ] Describe

Service Learning - The program utilizes a number of assessment methods to improve its classes and programs, including instructor evaluation, blackboard assignment analysis, and observation in community learning sites. The program also conducts a general evaluation survey every semester for students of the program to complete.
e.g. **Herberger College of Fine Arts**- Courses in the Herberger College of Fine Arts include a course-level assessment instrument to provide feedback to the instructor. Most also include an assessment or evaluation of effectiveness undertaken by program participants. Coursework and internships in community engagement are directly evaluated through elicited student response on specific activities and methods as well as end of semester evaluation by the college. All responses inform the next year’s courses. The data from internships is particularly rich and informative because all interns submit portfolios.

Does the institution use the data from any of the tracking mechanisms?  
[ ] Yes  [ ] No  
*Describe*

e.g. **ASU in the Community**- The ASU in the Community website uses the information in its online database to actively engage and promote community engagement projects among ASU faculty, students and staff. The information on the site is used by several departments and groups throughout campus to monitor and track their community outreach programs. The information is also used to inform leadership about the prevalence of community outreach programs.

e.g. **Service Learning**- Data gathered from assessments are used mid-semester to provide feedback to both teachers and student tutors. Data is also utilized to make program and curriculum adjustments, learning technology modifications, and assignment modifications for the following year.

e.g. **Lifelong Learning Program**- Tracking data is used to modify existing courses and develop new courses based on community need and interest. The program tracks the number of community members and alumni that participate in various programs and the team reports this information in an annual report for the state. The program also provides an estimate for future participation rates, with the goal of increasing these numbers each year. Each e-newsletter has a tracking report which is evaluated and the editorial calendar is fine-tuned based on these results. The editor evaluates the effectiveness of the e-newsletter and its content by the number of subscribers, the number of e-mails opened and the “click-throughs,” which are tracked online.

5. Is community engagement defined and planned for in the strategic plans of the institution?  
[ ] Yes  [ ] No  
*Describe and quote*

ASU President Michael Crow outlined a strategic plan and direction for the university in several design imperatives aimed at creating a New American University. Several of these design imperatives directly involve community engagement, including “societal transformation” and “social embeddedness”. ASU’s goal is to bring about societal transformation by recognizing that, "ASU has a wealth of knowledge, talent, and resources that can be used as powerful tools for social advancement, sustained economic growth, and improved quality of life." Social embeddedness is defined as “university-wide, interactive, and mutually-supportive partnerships with the communities of Arizona.” The objective of these partnerships is to assist in community capacity building, teaching and learning, economic development, social development, and research. The design imperatives for a New American University clearly outline a vision for making ASU a vital component in the development of the communities of Arizona.
6. Does the institution provide professional development support for faculty and/or staff who engage with community?

[ ] Yes [ ] No  

*Describe*

**e.g. Office of the Executive Vice President and Provost** - The Faculty Development Program provides training workshops to untenured faculty focused on professional success. Among the concepts that are incorporated into the workshop training are advice on how to conduct community research and how to establish partnerships with community organizations.

**e.g. Intergroup Relations Center (IRC)** - The IRC provides professional development to faculty members, which helps them engage in meaningful research and collaboration with the community. An example of this work is the Fourth Annual Faculty Conference the IRC hosted that focused on the interplay of teaching research and service to the community. The sessions addressed topics such as how faculty members could establish partnerships with the community, how to conduct community-focused research, and cultural and technological differences between different communities. The IRC also hosts workshops, faculty presentations, and projects that are designed to inform faculty members about topics including diversity, community, and social identity.

**e.g. Center for Teaching and Learning Excellence** - The center partners with the Service Learning program to provide workshops for students and faculty preparing them for community work and research. The center provides meeting space, advertising, and marketing services as well as incorporating a service component into their workshops for faculty.

**e.g. Service Learning** - The program provides support for faculty and staff through meetings, development of consultation and reflection instruments, introductions to community members, and assistance in developing service learning components. The program also provides both pre-established and custom-made resources to teachers, as well as weekly administrative meetings, professional development seminars, workshops, and new faculty orientations.

**e.g. Lifelong Learning Program** - In-service courses are offered on a variety of topics to in order to improve course preparation and teaching effectiveness. Program community coordinators are also provided volunteer management training.

**e.g. Herberger College of Fine Arts** - The college provides grants for professional development in community engagement projects.

7. Does the community have a "voice" or role in institutional or departmental planning for community engagement?

[ ] Yes [ ] No  

*Describe*

Many different vehicles have been established across the university not only to encourage, but to ensure the community has a voice or role in institutional or departmental planning for community engagement. Numerous councils, programs and practices within various units have been established to facilitate dialogue with the community at all levels with the university - including at an institutional, campus, and college level. The examples below represent some of the ways in which the university is making certain the community has a role in planning for community engagement.
e.g. **President’s Community Advisory Council** - Working directly with the President of ASU, the Community Advisory Council is responsible for helping ASU engage and embed the university within the surrounding community, identify pressing issues facing Arizona relative to social and cultural development needs, and assist in solving problems or serving as a catalyst for initiating solutions. The council is made up of prominent community members, including leaders of nonprofit organizations and community institutions, and is one example of how the community has a voice at an institutional level at ASU.

e.g. **ASU Polytechnic Campus, East Community Advisory Council** - The East Community Advisory Council is a volunteer organization instrumental in the development of ASU’s Polytechnic campus and programs. The provost of the Polytechnic campus meets regularly with the council to address and recognize the needs and perspectives of the surrounding community. This council demonstrates just one way in which the community around each campus is able to provide input to the university.

e.g. **Morrison Institute for Public Policy, Community Fellows Program** - The Community Fellows Program is an example of how the community is meaningfully involved in an initiative-based, university-wide resource. This particular program serves as a catalyst to foster partnerships among neighborhood, university, and business interests seeking to improve quality of life valley wide. It facilitates mutual learning experiences among and between the university, the private sector and local neighborhood residents in multiple ways, including guest lecturing and the development of outreach projects that link neighborhood well-being with the university and business communities.

e.g. **Herberger College of Fine Arts** - Activities of the Community Partnerships Office demonstrate how the university engages the community from creation through evaluation at the college level. Through the Community Partnerships Office, the community has a voice in building shared infrastructure, planning and implementing academic initiatives, establishing programming, and articulating policy in the arts and community engagement.

Optional Documentation (Select 2 of the following to complete)

1. Does the institution have search/recruitment policies that encourage the hiring of faculty with expertise in and commitment to community engagement?
   - Yes  No Describe examples

2. Do the institutional policies for promotion and tenure reward the scholarship of community engagement?
   - Yes  No Describe

   *If yes, how does the institution categorize community engagement scholarship? (Service, Scholarship of Application, other) Explain*
3. Do students have a "voice" or leadership role in community engagement?

[ ] Yes [ ] No Describe

e.g. Students at ASU do have a voice in community engagement. Many student organizations have community service as a part of their mission, and the students are responsible for directing their efforts where appropriate. A curricular example is the Leadership Scholarship Program. Students take a course in which part of the curriculum is to study social issues, and in the Spring semester students implement a community service project of their choice. Another example is the Community Service Coalition, a group comprised of student organizations that plans "Devils in Disguise," a student-led day of service where students conduct service projects throughout the Valley.

4. Is community engagement noted on student transcripts?

[ ] Yes [ ] No Describe
II. Categories of Community Engagement

A. Curricular Engagement
(Curricular Engagement describes the teaching, learning and scholarship which engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students’ civic and academic learning, enhance community well-being, and enrich the scholarship of the institution).

1. a. Does the institution have a definition and a process for identifying service learning (community-based learning) courses?

☐ Yes  ☐ No  Describe requirements

e.g. Service Learning- The Service Learning Program identifies service learning classes in accordance with the requirements identified by ASU. Faculty members provide a brief synopsis of their classes and include a footnote which defines it as service-learning. These descriptions are then listed in the ASU course catalogue and on the service learning website. New classes are created in order to match a community need to university resources. All courses seek to encourage students to learn how to utilize resources in the community.

Service Learning Footnote- ASU defines a service learning course as including the following points. The university uses a common course footnote (34) to denote a service learning course.

1. Integrate and enhance academic curriculum and community experiences;
2. Meet community-identified needs;
3. Foster civic responsibility;
4. Support reciprocal learning; and
5. Included structured reflection time.

*ASU has a definition and process for service learning courses, but not for broader distributed community-based learning courses. The numbers reported below are representative of service learning courses only, and do not include community-based learning courses within specific disciplines. However, community-based learning can be found in courses throughout the university. One example is the Herberger College of Fine Arts. During the most recent academic year the college conducted 32 community-based learning courses representing the college’s four departments. A total of 682 students participated in the college’s community-based learning courses, accounting for 25% of the college’s students.

b. How many formal for credit courses (Service Learning, Community Based Learning, etc.) were offered in the most recent academic year?

17*

What percentage of total courses? 1%*

c. How many departments are represented by those courses?

11*

What percentage of total departments? 8%*
2. a. Are there institutional or departmental (disciplinary) learning outcomes for students' curricular engagement?
   
   [ ] Yes  [ ] No  Examples

   e.g. **Service Learning** - Though service learning courses differ widely in subject (ranging from biology to multicultural literacy), all have a focus on community service. Student objectives in all courses include learning about service, developing leadership skills, and understanding the role of being a community member. Classes also focus on developing critical thinking, problem solving, teamwork, communication, and leadership skills.

   e.g. **ASU for Arizona: Building Great Communities** - Student engagement in ASU for Arizona has resulted in a number of learning outcomes for the institution, all of which build effective and lasting relationships between Arizona communities and ASU entities. Projects associated with the program also directly address community needs and requests, ensuring ASU is viewed as a valuable partner in collaboration. The department works with students individually to establish learning outcomes which supports each student's academic and professional goals.

   e.g. **Herberger College of Fine Arts** - One example of a departmental learning outcome for students' curricular engagement is the School of Theatre and Film's assessment plan learning outcome of “Being a Positive Community Member.” This learning outcome requires students to collaborate successfully with others in production experiences, exhibit community awareness and engagement, and advocate for theatre as a socially necessary art form. Within each individual theatre class there also are course- and section-specific criteria developed by instructors. For example, in THP 482 Theatre for Social Change, a general studies “cultural diversity awareness in the United States” course, students are expected to examine social, political, institutional, individual, and cultural oppressions of various communities through dialogue and course content exploring racism, sexism, heterosexism, etc.

   b. Are those outcomes systematically assessed?
   
   [ ] Yes  [ ] No  Describe

   e.g. **Service Learning** - The service learning program has created a unique evaluation system utilizing ASU's Blackboard course management system. Assignments are provided by both the instructor and the administration, observations at the learning sites, and feedback from community members. Students also meet weekly with course instructors and are given an evaluation survey at the end of the semester.
e.g. **Herberger College of Fine Arts**- Within each individual theatre class there are course- and section-specific assessment measures developed by instructors. For example, in THP 482 Theatre for Social Change, student journals and public presentations about community issues at the local, national, and international levels permit the instructor to assess individual development.

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

[ ] x [ ] Student Research  Describe with examples

- **Community Diagnosis Project**- As part of a course about Hispanic Americans offered by the Department of Geography, students form teams that work on a community-based research project. Students are assigned individual streets in the Garfield neighborhood of Phoenix and are instructed on how to document certain features of the Mexican American housescape by taking pictures and field notes. The work is used as part of a larger project by the course professor, Dr. Daniel Arreola, that documents the effects of urban growth and gentrification on the Garfield neighborhood.

- **Rodel Community Scholars**- The Rodel Community Scholars program enhances civic and community leadership roles and prepares students to become exemplar community members. Undergraduate students partner with high school administrators and business, educational, and community leaders to examine education-related concerns in area high schools and public policy issues that impact students statewide. Currently, teams of Rodel Scholars are developing secondary-education preparation curricula geared toward high-potential, at-risk students in twelve area high schools.

- **Hopi Reservation Economic Development**- Students in the Polytechnic campus’ Engineering Program have been working with the Hopi Tribe in Northern Arizona to develop wind power on tribal lands. With the goal of providing both energy and economic sustainability to the tribe, a team of engineering students met with the Tribal Energy Council to assess the possibility of installing wind turbines and then installed a 50m tower to collect wind data. The students are also working with the Hopi high school to plan wind activities that will educate students about the uses and benefits of wind energy.

- **Arts, Media and Engineering (AMEEd) Initiative**- The project is led by two assistant professors and includes an interdisciplinary team of participants from theatre, art, music, dance, education, psychology, computer science, and engineering. The project is focused on the design and realization of student-centered learning environments that analyze and adapt to the needs of individual learners with diverse learning styles. Students collaborate in active learning scenarios that utilize interactive digital graphics and sound in a hybrid physical-digital media environment, SMALLab, developed by the research group. The project reaches a broad population of students through a partnership network which includes schools, museums, and learning centers that emphasize integrated programs for both art and science.
**Theatre for Youth Degree Concentration** - Students in the Herberger College of Fine Arts pursuing the M.F.A. or Ph.D. degree in Theatre with a concentration in Theatre for Youth (TFY) undertake research projects in and for regional communities. Examples include a study of the relationship between drama training and academic achievement, bilingual teaching and drama education, and others. The TFY programs have generated and supported numerous dissertations and applied projects focused specifically on community engagement.

**Agua Fria Watershed** - The Agua Fria Watershed project was an initiative developed by School of Planning students to further understanding of the impact of future development on central Arizona's Agua Fria watershed. Students collected data on the history, geology, climate, soils, vegetation, wildlife, land use, economics and demographics of the watershed. Findings were presented to Maricopa County, the Maricopa Association of Governments, West Valley Recreation Corridor Group, and the cities of Peoria and Avondale. This research led to further study by the West Valley Recreation Corridor Group and students in the Community Design studio.

**Cities of Peoria and Goodyear Sponsored Research** - Sponsored by the cities of Peoria and Goodyear, this project provided College of Design students the opportunity to utilize their knowledge and resources to redesign the downtown areas of both of the rapidly growing cities. Students were responsible for surveying the downtown areas, then constructing and recommending a renovation plan to the Peoria and Goodyear city councils. The plans were eventually adopted by the cities.

**Downtown Phoenix Studios** - The College of Design is closely involved in the redevelopment of downtown Phoenix. Students have researched plans for a medical school campus and research building, affordable housing alternatives, community centers for the urban Native American community, and plans for an urban farmer’s market. In these projects, students have formed partnerships with the City of Phoenix, Maricopa County, the Phoenix Community Alliance, and the Downtown Phoenix Partnership.

**Camp Sparky** - Camp Sparky is a student-led organization supported by the College of Education that seeks to inspire a love of learning among fifth grade students in local schools through activities that strengthen self-esteem and confidence. Each year the organization hosts a retreat known as "Big Camp" in southern Arizona that fosters a sense of community among the students through engaging activities that incorporate environmental and science based lessons.

**Leadership Service Learning Internships** - A program for students who have completed at least one service learning class, the program allows students to design a leadership activity in which they develop and provide a special role to the community.
Leadership Scholarship Program- The Leadership Scholarship Program offers full tuition waivers and a stipend to support 21 students each year who have displayed strong leadership skills in a high school or college setting. Students in the program receive leadership development training through special enrichment courses, peer/staff mentoring, and participation in programs that serve the Arizona community.

School of Social Work- ASU's bachelor's and master's programs in the School of Social Work provide local human service agencies desperately in need of funds to meet the needs of Arizona's underserved population with more than 70,200 hours in donated "value added" services. The program employs 155 student interns, making the value of these services nearly $990,000.

AmericaReads and AmericaCounts- The AmericaReads and AmericaCounts programs are federal work-study internships that establish internships with the public school system and bring the university's undergraduate students into K-3 classrooms for reading assistance and K-8 math classes for assistance. Participating schools consistently report improved test scores and reading/math comprehension for their students.

School of Global Management and Leadership- In partnership with the Society of St. Vincent de Paul, Global Management and Leadership students work on faculty-led teams to develop real-life case studies including business process reengineering, cost benefit analysis, and management strategic planning. The projects assist the Society of St. Vincent de Paul by providing free or low cost business consulting services while at the same time honing graduate and undergraduate students' business and management skills toward making a difference in their communities.

Department of Recreation and Tourism Management- Students of the Recreation and Tourism Management Department work closely with the City of Glendale Parks and Recreation Department in the production of its Fall Festival. The class is completely responsible for key elements of the event, which attracts thousands of West Valley residents. This experience provides first hand experience in special event operations, production, publicity, and programming.

College of Nursing- The College of Nursing provides students with real-world experience through work in a number of community health clinics in the Phoenix area. These clinics treat patients who are under-insured or who have no insurance at all, and are located throughout the Valley in community-accessible facilities including a church, community center, and small retail mall. Each year more then 200 undergraduate and graduate nursing students work in the health centers as part of their academic program. The college prepares these students for this type of community health practice through course work which focuses on concepts of community health.
Herberger College of Fine Arts- Numerous community-based internships are available to students. The ASU Art Museum “Windgate Internships” and Art Museum Education Service Learning internships offer quality professional development opportunities, from research to community outreach and work with youth groups. The Art History internship program matches art history and studio students with opportunities in museums, commercial galleries, public art programs, and other arts organizations throughout the Phoenix metropolitan area. Masters of Fine Arts Theatre for Youth Program students participate in semester-long internships with community embedded nonprofit organizations like Arizona Call-A-Teen and Free Arts of Arizona.

ASU for Arizona: Building Great Communities- ASU for Arizona integrates curricular activities into existing engagement initiatives. As a result, activities such as Alternative Spring Break, the Navajo Nation Capitol Studio, and the internship program were each designed to address an institutional outreach priority area while maximizing student participation.

Public Child Welfare Services- Masters of Social Work students work with the Arizona Department of Economic Security as interns in Phoenix, Tempe, and Tucson providing case management services to clients in the community by applying specialized knowledge and skills relevant to child welfare issues. The goal of the internship is to prepare students to be competent and effective child welfare practitioners who appreciate the diversity of the population of the southwest as they provide case management services.

Adolescent Literacy Internship- Upper-division students in Department of English tutor high schools students in English Literature. Interns work with high school students in small group reading circles examining prose and poetry.

Studies Abroad

Belize Service Learning Program- This semester-long study abroad program in the Jaguar Creek Nature Preserve in Belize focuses on service learning, with courses in Belizean culture, local ecology, and sustainable development. The program also offers internships in non-governmental organizations, a national park, an organic farm, businesses, and government sites.

b. Has community engagement been integrated with curriculum on an institution-wide level? Yes [ ] No [ ] If yes, indicate where the integration exists

Describe with examples

Core Courses
First Year Sequence

**Bridge Programs** - ASU offers a five-week summer bridge program that allows students to get a head start on their college career and gain valuable information about academic and community life at the university. The program serves as a community resource and is designed to benefit low-income and first-generation college students.

**In the Majors**

**Nursing** - The College of Nursing provides students with real-world experience through a number of community health clinics in the Phoenix area. These clinics are intended to treat patients who are under-insured or who have no insurance at all. They are located throughout the Valley in a church, a community center, and a small retail mall so they are accessible to community members. Each year more then 200 undergraduate and graduate nursing students work in the health centers as part of their academic program. The college prepares students for this type of community health practice through course work, such as NUR 495, which focuses on concepts of community health. These health centers provide a significant resource to the community, treating over 1,000 people each month while providing experience and training to nursing students.

**Center for Nonprofit Leadership and Management** - The B.S. degree in Nonprofit Leadership and Management provides in-class training and real-world work experience for students. An elective course offered by the program is "Service Learning for Community Development," which requires students to identify and collaborate with a community organization as part of their coursework. The Nonprofit Leadership and Management program also requires a senior internship, which places students in selected community service and nonprofit organizations within the community. The program is also part of the American Humanics network. American Humanics provides a variety of opportunities for students to enhance their classroom training, including participation in the annual American Humanics Management Institute featuring workshops, career fairs, and speakers.

**Hugh Downs School of Human Communication** - The Hugh Downs School of Communication offers several opportunities for community engagement. A recurring outreach opportunity is available through COM 341 "Social Contexts For Performance," which offers interactive performance experience with specific community groups. Student participation in regularly scheduled performance activities at the Empty Space Theatre provides community members the opportunity to view socially-centered performances and to discuss ideas presented in talk-back forums. The college's 100-level "Introduction to Human Communication" also requires community engagement.

**Fulton School of Engineering** - ASE 194 is a special topics course offered through the Analysis and Systems Program in the School of Engineering. One of these courses is team taught by an engineering faculty member and the director of the Student Outreach and Retention Programs office, which integrates service learning projects into the course curriculum.
**University College**- One of the four core courses for the Bachelor of Interdisciplinary Studies degree incorporates community engagement. The online class promotes active learning through applied principles of interdisciplinary studies. Students are required to set up their own internship, service learning, or research projects in the community that allow them to actively pursue their interests. University College also offers a class entitled "Leadership in a Service Setting," which is a course for second-semester service learning interns that provides an opportunity for students to continue their project and learning in a structured way.

**Herberger College of Fine Arts**- The college offers more than 25 courses that integrate community engagement with curriculum. One example of these courses is CFA 494/598 "Community, Culture, and the Arts," which is taught by ASU staff and a community arts activist. This is an interdisciplinary art course that examines the theory of community-based work in the arts and humanities in conjunction with practical development of personal work through observations, interviews, grant-writing, and a statement of philosophy.

**College of Design**- Through partnerships with public and private sectors, students and faculty of the College of Design are actively engaged in developing parks, cities, and buildings throughout Arizona. As part of their coursework, students work on projects that improve the living conditions in Arizona, such as developing affordable housing, revitalizing downtown areas, and providing the latest energy-saving technology to places of business and residence.

**School of Planning**- A graduate course entitled "Citizen Participation" provides students firsthand experience with government, civic, nonprofit, and grassroots organizations. Students work in small groups to help a community organization further its goals. In addition to the regular demands of coursework, students spend an additional 25 to 40 hours during the semester working with the community organization.

**Herberger College of Fine Arts**- The college recently received pre-planning approval for a one-year, 30 credit Masters Program in Community Arts & Cultural Development. The college has developed the program's course and sequence for three tracks: Community Facilitator, Integrative Arts Specialist, and Community Teaching Artist. Graduate students also have the opportunity to participate in the graduate seminar, "Multimodal Environments," which uses the Arts, Media and Engineering K-12 Mediated Education learning environment as a case study in the development of new frameworks for interaction and creation. Class projects are assigned that use these technologies and are evaluated using the same metrics the college has developed for their community engagement projects.
School of Life Sciences- Students participating in the Graduate Partners in Science Education program work to increase retention of minority and academically “at risk” students in the public school system by engaging these students in science-based mentoring relationships. The program provides an opportunity for ASU graduate students to integrate their research and expertise in the community while increasing science proficiency in underserved schools.

Department of English- In the Alzheimer’s and Palliative Care Models program, graduate students in the Creative Writing program work with patients in mental care facilities to promote creativity and artistic expression in the patients. Students and patients work together eliciting conversation and story-telling that become works of literary art for the patients.

School of Life Sciences- Students participating in the Graduate Partners in Science Education program work to increase retention of minority and academically “at risk” students in the public school system by engaging these students in science-based mentoring relationships. The program provides an opportunity for ASU graduate students to integrate their research and expertise in the community while increasing science proficiency in underserved schools.

_____ x _____ Capstone

Department of Visual Communication, College of Design- As part of a senior year project, Design and Visual Communication students initiated an art project with children from the Garfield Elementary School. In the program, the students were asked to make paintings that expressed their happiness. The paintings were then used by university students to design a fabric quilt.

Service Learning Program- ASU Service Learning offers capstone opportunities to students recommended by a former service learning instructor. Capstone students are free to choose a topic and work with an appropriate community-based organization in duties ranging from program supervision to research and public relations.
School of Community Resources and Development- All undergraduate students seeking a degree from the School of Community Resources and Development must complete a senior internship. This internship is a student's final requirement before graduation and acts as a capstone course, integrating classroom learning within a real-work experience to build professional competencies. Common student internships include work with the United Way, Boys and Girls Clubs, the City of Phoenix Parks and Recreation Department, Arizona State Parks, Phoenix Children’s Hospital, and the Greater Phoenix Convention and Visitors Bureau.

4. Are there examples of faculty scholarship associated with their curricular engagement achievements (Action Research Studies, Conference Presentations, Pedagogy Workshops, Journal Publications, etc.)
   - Yes
   - No
   - Examples

   e.g. **Border Crossing: Stories from Our Backyard**- With students in her 20th Century Chicano/a History course, Associate Professor Gloria Cuadraz worked with ASU's Interdisciplinary Arts and Performance Program to produce a video entitled, "Border Crossing: Stories from Our Backyard." The work presented oral histories from local migrants and was shown at the second annual Border Justice Forum at ASU's West campus. The forum dealt with the issue of migrants, justice and the border. Community members, faculty, staff and students attended.

   e.g. **Navajo Nation Capitol Studio Project**- ASU for Arizona: Building Great Communities and Dr. John McIntosh, Arizona Coordinator of the Joint Urban Design Program, partnered on this project to redesign the Navajo Nation Capitol district in Window Rock, Arizona to present alternative possibilities to accommodate growth and change in the Navajo tribal government. ASU students spent a summer researching these possibilities in the "Practicum for Applied Anthropology" graduate seminar taught by project partner, Dr. Robert Alvarez. A charrette was created by the Herberger Center for Design Excellence based on the students' research.

   e.g. **Herberger College of Fine Arts**- The college has a number of faculty that have published or presented the work associated with their curricular engagement achievements, including:

   - **Bedard, Roger**, "Negotiating Marginalization: TYA [Theatre for Young Audiences] and the Schools, Youth Theatre Journal.


Woodson, Stephani. Dr. Woodson developed and conducts Place: Vision & Voice, a program that teaches youth how to create and edit digital storytelling pieces incorporating music, graphics, video, creative movement, creative writing, and scripted presentation. These efforts are designed to give youth a voice in their communities. This work is featured in a book manuscript under consideration by the University of Arizona Press.
II. Categories of Community Engagement

B. Outreach and Partnerships

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

1. Indicate which programs are developed for community:

   x learning centers (examples)

   Community Learning Center
   The Community Learning Center (CLC) provides options for training and certification in a wide range of topics including: starting your own business, designing a web page, using computers and computer programs, managing a bank account, writing, health care, language learning and more. The CLC is open to everyone in the community and classes for all ages are available.

   Osher Lifelong Learning Institute
   The Osher Lifelong Learning Institute provides learning opportunities for older adults through non-credit courses and lectures offered in several community locations.

   x tutoring

   AmericaCounts
   AmericaCounts pairs ASU student tutors with academically at-risk children living in low income communities in order to increase each child's math skills and raise children's math scores on state standardized tests.

   AmericaReads
   AmericaReads pairs ASU student tutors with academically at-risk children living in low income communities in order to increase each child's literacy skills, self-esteem, and reading and writing scores on state standardized tests.

   Arizona Mentor Society
   The Arizona Mentor Society provides free academic mentoring to middle-school students through one-on-one or small group tutoring in a relaxed and fun after-school environment. The program provides friendship to the students while emphasizing the value of, and opportunities for, college education.

   Project Literacy
   Project Literacy promotes literacy skills among students in public elementary schools through weekly tutoring sessions and ongoing mentorship.

   Service Learning: After-School Tutoring Internships
   ASU students in the Service Learning After-School Tutoring Program spend 6 hours a week tutoring children residing in communities with very low high school graduation rates. The tutors plan fun interactive activities that meet each child's academic needs and interests, integrate college knowledge curriculum, improve self-esteem and academic performance, and improve attitudes towards literacy.
extension programs

School of Extended Education
The School of Extended Education provides flexible, convenient, ASU-quality learning opportunities for working adults to continue and complete their education any time and anywhere. Courses are offered in various formats such as evening, weekend, online, televised, and independent learning at over 70 locations throughout the Valley.

Noontime Lecture Series
The Noontime Lecture Series presents topics of interest to the general public and addresses areas such as fine arts, urban issues, history, and culture. Many are stand-alone lectures and others are part of a series of topics in a particular interest area.

non-credit courses

Herberger College for Kids/Herberger College at Large
The Herberger College for Kids and College at Large offers year round classes and private lessons in dance, theatre, art, and music for kids, teens, and adults. In addition, summer camps and courses in all disciplines are offered each year. Classes are taught by faculty and students of the nationally-acclaimed Katherine K. Herberger College of Fine Arts.

Osher Lifelong Learning Institute
The Osher Lifelong Learning Institute provides learning opportunities for older adults through noncredit courses and lectures offered in several community locations.

Piper Writer's Studio
The Piper Writer’s Studio is a series of writing craft workshops for writers of all levels. Each eight-week course is led by an experienced writer from the local community who mentors workshop participants through the different aspects of their specified genre.

Programs for Talented Youth
Programs for Talented Youth offers talented 3rd through 7th grade students the opportunity to experience challenging courses from a variety of academic disciplines. Courses are offered during a three-week summer program and a six-week Saturday program in the fall and spring.

Tempe Enclave
The Tempe Enclave extends the opportunity for continued scholarly engagement to adults ages 50 and over who are seeking more than a typical non-credit learning experience. Short seminar-style classes in the sciences and humanities are taught by ASU faculty.

evaluation support

Nonprofit Strategic Evaluation & Planning Program
The Nonprofit Strategic Evaluation & Planning Program (NSTEP) is a comprehensive 9-month process that strengthens nonprofit organizations through strategic assessment, learning, and planning. NSTEP provides a unique opportunity for board members, staff and stakeholders to explore, examine, and evolve their organizations.
Office of American Indian Projects
The Office of American Indian Projects offers evaluation services for Native American community health and social work centers. The office assisted the Navajo Nation with an educational needs assessment which led to the formation of a career track for social services personnel in Native American communities.

Program Evaluation in the Community
The School of Public Affairs conducts a Program Evaluation course that serves a select number of community organizations each year. The course trains students in program evaluation methods and engages with nonprofit government agencies in the application of those tools.

School of Global Management and Leadership 360-Degree Feedback
The School of Global Management and Leadership offers a 360-degree feedback tool that allows school supervisors, principals, and city managers to be anonymously evaluated by their subordinates, peers, and supervisors. The feedback tool develops leadership skills and improves leadership behavior.

Teacher Evaluation and Career Ladder Training for School Administrators
The Teacher Evaluation and Career Ladder Training for School Administrators Program prepares administrators and teacher-observers to conduct reliable classroom observation and evaluation while improving classroom instruction of K-12 classroom teachers.

Effective, Motivated Board Governance Training
Effective, Motivated Board Governance Training provides half-day training for board members to augment the knowledge of those already engaged in board service. The training also strives to create a talent pool of knowledgeable individuals who are interested in serving and representing various social and ethnic communities through board membership and service.

ESL Training for Employees
The American English and Culture Program (AECP) offers on-site English language training. This includes courses in general English skill development (speaking, listening, comprehension, reading, writing), English for specific purposes (business English, legal or medical English, English for engineering, etc.) and one-to-one tutoring. AECP also designs courses of any length and content for organizations seeking to improve their employees' English proficiency.

Newly Elected Officials Program
The Newly Elected Officials Program assists newly elected officials in being more effective in their new policy-making role. The program focuses on the basics of municipal government in Arizona, Arizona's government structure, municipal budgeting, ethical and legal issues, and the public policy process.
**Modeling Method of Physics and Physical Science Instruction**

The Modeling Instruction Program provides summertime courses for middle and high school science teachers in support of lifelong professional development. The program focuses on training teachers in the latest technologies and discoveries in the physical sciences.

**Advanced Public Executive Program**

ASSET (Arizona School Services through Educational Technology)

ASSET delivers professional development and curricular resources to the K-12 education community through the ASSET Education Portal. These resources include, but are not limited to, professional development, a streamed video library, and access to a variety of web-based resources and lesson plans. Through a partnership with the Arizona Department of Education, ASSET membership is available to all K-12 public and charter schools in Arizona.

**Beginning Educator Support Team**

Beginning Educator Support Team (BEST) provides a comprehensive induction, mentoring, and professional development model to promote quality teaching practice for the ultimate support of student learning.
College of Design Lectures and Exhibitions
The College of Design regularly offers lectures by design experts and practitioners to
give local professionals and students access to industry professionals and expertise.
The college also sponsors annual symposia on a variety of topics ranging from sustainable urban regeneration in Phoenix and Japan to the global challenges of the urban landscape.

College of Nursing Academy for Continuing Education
The College of Nursing Academy for Continuing Education facilitates lifelong learning by continuing to meet the educational needs of professional nurses in local, state, regional, and national markets. The Academy for Continuing Education offers conferences, workshops, and short non-credit courses on a variety of nursing topics.

Ira A. Fulton School of Engineering Center for Professional Development
The Center for Professional Development (CPD) provides engineers and technical professionals the skills and knowledge necessary to master new methods, lead projects and teams, and to advance professionally. CPD offers short courses and conferences, professional certification programs, off-campus graduate degree programs, and in-company customized programs.

Nonprofit Management Institute
The Nonprofit Management Institute (NMI) enhances the management skills of thousands of professionals serving the nonprofit sector. Through a selection of courses, one-day seminars, and a certificate program, NMI presents key issues affecting the nonprofit industry and helps organizations thrive in today's fast-paced and competitive environment.

Nonprofit Management Institute Continuing Education
The Nonprofit Management Institute offers 17 non-credit continuing education courses taught by outstanding practitioners and academicians. Designed to meet the needs of busy professionals, these courses are offered in the evening and on weekends at the ASU Downtown Phoenix campus. Each course may be taken individually to fine-tune working knowledge or as part of a comprehensive certificate program.

Professional Development for In-Service Teachers: Content Academies
Professional Development for In-Service Teachers: Content Academies increases K-8 student achievement by addressing the need for teachers' deeper conceptual understanding of the K-8 reading, mathematics, and science they teach. The Content Academies include twelve high-quality, standards-based professional development courses delivered via distance learning technology.

Professional Development Schools
Professional Development Schools are teacher preparation programs designed to recruit, prepare, place, and retain high-quality teachers in high-poverty urban and rural school districts. The schools provide an intensive 12- or 15-month immersion program that aims to increase the number of Native American and Hispanic teachers in partner school districts.
Professional Development Workshops for Teachers and Teaching Artists
Professional Development Workshops for Teachers and Teaching Artists integrate the arts with other curriculum subjects in the classroom. The workshops improve and increase teachers' knowledge of the arts and culture, provide new strategies for teachers to meet the challenges of student engagement, develop new ways to work with diverse learning styles, and promote collaborative cultures for learning.

Real Estate License Renewal
Arizona's licensed real estate brokers and salespersons can obtain the continuing education they need for their license renewal through online courses from ASU. In partnership with ReNewal Education Corporation, ASU's School of Extended Education provides a series of online continuing education courses that meet the license renewal requirements. These courses are approved by the Arizona Department of Real Estate.

Technology Teacher Training: Professional Development Workshops
Technology Teacher Training: Professional Development Workshops assist teachers with strategies needed to transform students from passive learners to active participants through the incorporation of appropriately placed technology. Workshops can be arranged at ASU or at schools and the technology training can be tailored to meet the specific needs of students, teachers or parents.

Academic Nursing Centers
The College of Nursing manages three nonprofit community health clinics in the Phoenix area. These clinics treat patients who are under-insured or who have no insurance at all. The health clinics treat over 1,000 people each month while providing experience and training to nursing students.

Ask a Biologist
Ask a Biologist is a web-based program that provides K-12 students access to the expertise of working scientists. The site contains articles, an image gallery, puzzles, coloring pages, interactive quizzes, and a guessing game. The Ask a Biologist program provides a way for students, teachers, and parents to access the expertise of working research faculty and ASU students.

Chain Reaction Magazine
Chain Reaction Magazine and its associated interactive website provide a scholarly passport to young readers and their teachers. The magazine is written at middle school level. Stories provide students and teachers with a detailed glimpse of scholarship and creative activity conducted by ASU scientists, engineers, and scholars—explained and described with understandable terms and images.

Child Study Lab
The Child Study Lab provides developmentally appropriate activities for young children based on the premise that play is the medium through which young children develop physical, emotional, cognitive, and social skills.
Conexiones
Conexiones integrates technology with education to increase both educational and occupational opportunities among traditionally underserved minority students through the use of technology. Since its inception in 1992, Conexiones has engaged K-12 educators and students in instruction and hands-on experience with computer programming, engineering, robotics, and digital video production. Pre-service and in-service educators work in concert with faculty, researchers, and school district personnel and parents to design and deliver instruction to enhance learning in science, math, technology, and communication.

Ecology Explorers
Through the Ecology Explorers program, teachers and their students implement a schoolyard ecology program where students collect data (arthropods, plants, birds) similar to CAP LTER (Central Arizona-Phoenix Long-Term Ecological Research) data, enter results into the CAP LTER database, share data with other schools, and develop hypotheses and experiments to explain their findings. The program offers summer internships and workshops throughout the school year for teachers.

Free Arts of Arizona Multicultural Theatre Camp
Free Arts of Arizona Multicultural Theatre Camp is a two-week theatre immersion program for adolescents living in group homes, treatment centers, and homeless shelters. ASU graduate students, area theatre artists, and Free Arts Staff work with young people from area group homes to support them in the development of an original theatre piece. As the finale of the two-week workshop, the young people present their play on the Herberger Theatre's Stage West to friends, peers from their group homes, and family.

Leaps and Bounds: A Kindergarten Readiness Program
Leaps and Bounds is a kindergarten readiness program for families with 3 to 5 year old children. The program provides information on the minimum skills a child should know or be able to perform upon entering kindergarten. The program includes suggestions from one hundred elementary grade teachers and recommends a variety of activities that parents can do at home to prepare their child for kindergarten.

Mars Education Program
The Mars Education Program provides information to the community about ASU Mars research. Teacher events, activity handbooks, and guides are available through the ASU Mars Education website. In addition, facility staff conduct scheduled tours of the Mars Space Flight Facility for K-12 and adult groups. Arizona classroom visits, community talks and exhibits are also available upon request.

Public Allies
Public Allies advances diverse young leaders to strengthen communities, nonprofits and civic participation. Public Allies identifies talented young adults from diverse backgrounds who want to address critical issues in their communities and partners them with organizations who can benefit from their contributions. The program places 30 young adults in a 10-month program of full-time, paid apprenticeships in nonprofit organizations, provides leadership training, and team service projects.
Southwest Borderlands-Nursing Website
The Southwest Borderlands-Nursing website disseminates health and wellness information in English and Spanish for Latinos in Arizona and along its borders. This site also provides links for community members, students, faculty, staff and health care workers in order to promote cultural understanding of folk traditions and culture, health issues specific to Latinos, health resources that can serve to assist with culturally relevant care, and ASU collaborative initiatives with Latinos in the U.S. and Mexico.

Speech & Hearing Clinic
ASU Speech & Hearing Clinics provide state-of-the-art clinical services to individuals of all ages within the community while training students in audiology and speech-language pathology and engaging in cutting-edge research.

Spirit of Enterprise Center
The Spirit of Enterprise Center staff provides one-on-one counseling and advice to more than 1,000 students, entrepreneurs, and small businesses each year as they create and grow companies. Its partnership with more than 50 local chambers of commerce, associations, and technical assistance service providers assures that nascent and experienced business owners alike find the services they need. The center also sponsors a number of other programs and seminars.

Summer Programs and Camps
ASU offers more than 80 summer programs and camps for toddlers, kids, teens, and adults. Programs range from drama, music and art to math, science, computers, and sports. Campers have the opportunity to learn how to build robots, improve their batting average, explore ancient petroglyphs, take horse riding lessons, improve reading skills, learn to draw, take advanced math courses, and much more.

2. Which institutional resources are shared with community?

x co-curricular student service (examples)

Ask a Biologist
Ask a Biologist is a web-based program that provides K-12 students access to the expertise of working scientists. The site contains articles, an image gallery, puzzles, coloring pages, interactive quizzes, and a guessing game. The Ask a Biologist program provides a way for students, teachers, and parents to access the expertise of working research faculty and ASU students.

Community Service Program
The ASU Community Service Program strives to engage students, faculty and staff in meaningful co-curricular service. Program goals include providing the campus community avenues to serve the Valley, increasing awareness of needs in the Valley, and engaging students in worthwhile service while promoting a lifelong commitment to citizenship and social justice.

Graphic Identity for Nonprofits
Visual Communication students in the College of Design work with nonprofit organizations to produce graphic design projects and strategies to help communicate the organization’s mission in the community. Students design pieces ranging from business cards to promotional materials to create graphic identities for the organization.
Light Rail Transit Research
Studio courses across the disciplines in the College of Design completed research for the coming light rail line in the areas of train design, station platform and area design, planning the rail corridors, cooling strategies for platform and benches, landscape strategies for waiting areas, the impact of the light rail on development of the surrounding neighborhoods, design aesthetics, shade and solar opportunities, and universal access. Faculty from the college are involved in the design and implementation of the light rail trains, stations and corridor planning. Both studio and faculty research have been implemented within the execution of the light rail development.

Phoenix Zoo Design Build Project
Architecture studio students in the College of Design participated in the design and building of an earthen concrete wall to educate the public about the impact of humans on the landscape. Each layer is embedded with artifacts representing a layer of human history. This wall continues to be part of the bighorn sheep exhibit at the Phoenix Zoo.

Service Learning Program
Service Learning is experiential learning. It uses service to the community to enhance the educational process. The Service Learning Program offers 3-credit internships in a variety of disciplines that involve mentoring children in communities with low high school graduation rates.

Special Events Management
The Special Events Management course in the College of Human Services works closely with the City of Glendale Parks and Recreation Department in the production of the city’s Fall Festival. Students in the class are completely responsible for key elements of the event which attracts thousands of west valley residents.

Antislavery Literature Project
The Antislavery Literature Project is a collaborative electronic publishing project that provides access to the literature and history of the antislavery movement in the United States. This is accomplished through research, production and annotation of electronic editions, and delivery of texts via the internet. Much antislavery literature remains unavailable to all but a group of knowledgeable scholars or can be obtained only via expensive library editions. The project makes a corpus of antislavery literature available to the public for educational purposes, using non-proprietary publishing software. The project also produces digital videos and teaching guides that interpret antislavery texts.

ASU Museums, Galleries and Collections
ASU has numerous museums, galleries and collections of fine arts, history, culture and natural sciences. The largest is the ASU Art Museum, which has an extensive art collection from faculty, staff and students. Many of ASU's collections reflect ASU's and Arizona's history and culture, including the Archaeological Research Institute that includes a collection of Arizona artifacts. ASU also has the largest public urban arboretum in Arizona.

ASU Public Events
ASU Public Events connects communities through the performing arts by fostering ritualized cultural expression. By presenting a variety of local, regional, national, and international performing artists and offering unique cross-cultural programs, ASU Public Events makes art and culture accessible to all audiences.
Chicana and Chicano Space
Chicana and Chicano Space is a resource for teachers, students and others interested in Chicana and Chicano art and culture. It presents two thematic-inquiry-based unit plans: "Protest and Persuasion" and "Images of Me," which feature the artwork of prominent Chicana and Chicano artists.

Eight/KAET
Eight/KAET is an ASU broadcasted public television station that enriches the lives of Arizonans through quality programs and education services that inform, inspire and delight. Eight/KAET specializes in the education of children, unbiased news and public affairs, lifelong learning, and the celebration of arts and culture. Eight/KAET accomplishes this through the power of noncommercial television, the internet, other media, educational outreach services, and other community-based initiatives.

E-nnouncement Distribution List
The ASU Art Museum provides community outreach and awareness through an e-nnouncement list. Through a distribution list of over 7,000, individuals receive information on activities at the ASU Art Museum as well as important visual art events in the Phoenix metropolitan area.

Herberger College of Fine Arts Performance Series
The college provides a variety of public performances and exhibitions including:
- MainStage- A popular series of lyric opera theatre, theatre, dance and organ music
- Faculty Artist Recitals- World renowned music faculty performing classical, jazz and contemporary music
- Dance Second Stage- A mix of innovative choreography
- Music Concerts- Exciting band, orchestra and choral concerts
- Sunday at Kerr- Family oriented performances plus informative insights on each art form

Piper Online Book Club
Each month the Piper Online Book Club reads one literary selection in fiction, nonfiction or poetry. Discussion among members occurs online, with each member participating at their comfort level. The club provides Phoenix metro area residents with a convenient community of readers with whom to interact without requiring a specific time commitment or location.

Public Art Collection
From depression-era murals to contemporary sculptures, ASU’s public art reflects the rich historic traditions of the university and Arizona, as well as recent expressions by such nationally-renowned artists as Luis Jimenez and Fletcher Benton. The public art of ASU welcomes the surrounding community and provides a lively forum for discussion about art and the context in which it was created, all the while reflecting the campus’ great diversity.
Stories of El Mirage: A Community for All Ages Initiative
A project initiated by the School of Human Services, Stories of El Mirage weaves together intergenerational and intercultural community identity through the use of the arts. In partnership between ASU faculty and El Mirage Community leaders, the program involves: art workshops to train youth and seniors on how to portray their heritage and culture using artistic expression, the creation of an oral history documentary video, and a project to capture the current view of historic El Mirage through photography. The goal of the program is to connect the intercultural community in El Mirage through a sense of city pride, open communication, and mutual understanding.

Karsten Golf Course
The ASU Karsten Golf Course offers tee times, instructional lessons, clinics, golf club fittings, and a learning academy for aspiring young players at an award winning golf facility.

Little League Clinics
The ASU Baseball team provides free clinics to little league coaches and players at Packard Stadium. Team members also provide free clinics at little league fields throughout the Valley.

Spanish Broadcasts of ASU Athletics
The Sun Devil Sports Network radio broadcasts football, basketball, and baseball games in Spanish in order to share ASU Athletics with Hispanic communities.

Sun Devil Sports Camps
ASU offers several sports camps for kids which provide athletes with the opportunity to improve their skills in basketball, soccer, wrestling, swimming, and football. Camp participants are provided access to outstanding ASU coaches, athletes, and facilities.

Sun Devil TALES
Sun Devil TALES (Talk About Life’s Experience through Sports) arranges for student-athletes to speak to children in area schools and community youth groups. Topics discussed include the importance of staying in school, reading is cool, saying no to drugs and alcohol, good sportsmanship, and making positive life choices.

Community Card
The University Libraries are open to all users. Arizona residents meeting age requirements may borrow library items by purchasing a Community Card.

Fletcher Library Community Outreach
The Fletcher Library offers orientations and instruction for schools and other groups by request.

K-12 Assignments in the ASU Libraries (Guide for Teachers)
The ASU Libraries help K-12 teachers to determine if using the ASU Libraries is appropriate for their students’ assignments, provide the necessary tools and information to adequately prepare their students for using the ASU Libraries, and devise a library assignment that will provide a successful opportunity for students to learn information literacy skills.
K-12 Group Tours
Supervised K-12 groups are welcome to visit the facilities to take self-guided tours and use the library resources.

ArtsWork ARTS Education Resource Center
ArtsWork unites ASU artists and faculty with community leaders in research and programs focused on children and the arts. ArtsWork offers K-12 arts education materials for visual arts, dance, music, and drama/theater in formats useful for teachers, students, and parents.

High Altitude Chamber
The Department of Aeronautical Management Technology offers training in high-altitude physiology and hypoxia recognition. Altitude Chamber Training is available to general aviation, commercial, corporate, and government aircrew members. This training is also available to balloonists, mountain climbers, skydivers, and other high altitude enthusiasts.

Mars Education Program
The Mars Education Program provides information to the community about ASU Mars research. Teacher events, activity handbooks, and guides are available through the ASU Mars Education website. In addition, facility staff conduct scheduled tours of the Mars Space Flight Facility for K-12 and adult groups. Arizona classroom visits, community talks, and exhibits are also available upon request.

ASUtv
ASUtv is a dedicated digital television channel originating from ASU on Cox Digital Television Channel 16. It provides credit classes as well as a number of public service programs designed to enhance the understanding of multicultural, social, cultural, and other issues of interest, both locally and globally.

Technopolis
ASU Technopolis is a high impact and focused initiative to provide educational programming to start-up innovators and entrepreneurs. Its signature program, Launch Pad, offers rigorous one-on-one coaching to refine an entrepreneur’s business concept and strategy. Additional course offerings, including the Launch Prep Entrepreneurship Course, Mentoring Program, and Small Business Innovative Research workshops, provide entrepreneurs with the necessary elements for successful growth.

Biodesign Institute
The Biodesign Institute at Arizona State University consults with local school districts interested in developing or strengthening their biotech curriculum. Tours are available to science teachers to introduce them to the concept of integrated science, the institute’s research projects, and the latest in laboratory design.

Decision Theater
The Decision Theater at ASU is a world-class facility for science-based, informed analysis positioned to connect science, community, and practice. The Decision Theater provides a venue for policy makers and the community to participate together in a collaborative process using advanced decision making tools.

Biodesign Institute
The Biodesign Institute at Arizona State University consults with local school districts interested in developing or strengthening their biotech curriculum. Tours are available to science teachers to introduce them to the concept of integrated science, the institute’s research projects, and the latest in laboratory design.

Advanced decision making tools

Faculty consultation
College of Design
ASU's College of Design plays an active role in working with city planners, government officials and community leaders. Faculty experts in the disciplines of architecture, planning, interior design, and visual communication design serve as leaders and facilitators in various civic projects including construction, urban planning and new technology utilization.

Knowledge@ W.P. Carey
Knowledge@ W. P. Carey is a bi-weekly online resource that offers the latest business insights, information, and research from a variety of sources. These include analysis of current business trends, interviews with industry leaders and W. P. Carey faculty, articles based on the most recent business research, book reviews, conference and seminar reports, and links to other websites.

Marketing Research Services
Courses in the School of Global Management and Leadership conduct marketing research projects for business and nonprofit organizations. Faculty oversee student work to ensure that every aspect of the project is comparable to professional survey research commercially available in the local market.

Office of American Indian Projects
The School of Social Work's Office of American Indian Projects develops the capacity of American Indian communities and programs in the social work arena. The center offers ASU faculty expertise in creating, developing, and sustaining social work and health centers in Native American communities.

Speakers Bureau Directory
The ASU Speakers Bureau Directory provides access to more than 640 ASU faculty and staff members from throughout ASU who are available as speakers on 287 general and 3,621 specific topics. These experts extend their knowledge to local civic, professional, service, government, and educational organizations.

Stardust Center for Affordable Homes and the Family
The Stardust Center for Affordable Homes and the Family focuses on affordable homes and family success as a single issue. In order to articulate the need for safe, permanent and affordable homes for working families delivered with dignity and respect, the Stardust Center engages in research and analysis, evaluation, program design and planning, technical assistance, training, and education by ASU faculty.
3. Using the grid below, describe representative partnerships (both institutional and departmental) that were in place during the most recent academic year. (maximum 20 partnerships)

<table>
<thead>
<tr>
<th>Partnership Name</th>
<th>Community Partner</th>
<th>Institutional Partner</th>
<th>Purpose</th>
<th>Length of Partnership</th>
<th># of faculty</th>
<th># of students</th>
<th>Grant Funding</th>
<th>Institutional Impact</th>
<th>Community Impact</th>
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<tr>
<td>Access ASU</td>
<td>Tolleson Union High School District</td>
<td><em>ASU University Student Initiatives</em>&lt;br&gt;<em>ASU Office of the Vice President of Educational Partnerships</em>&lt;br&gt;<em>ASU Intercollegiate Athletics</em>&lt;br&gt;<em>ASU Center for Research on Education in Science, Mathematics, Engineering, and Technology</em>&lt;br&gt;<em>ASU Service Learning</em>&lt;br&gt;<em>ASU Multicultural Student Services</em>&lt;br&gt;<em>ASU Public Events</em>&lt;br&gt;<em>ASU College of Liberal Arts and Sciences</em>&lt;br&gt;<em>ASU Fulton School of Engineering</em>&lt;br&gt;<em>ASU Department of Electronics and Computer Engineering Technology</em></td>
<td>To increase the number of Arizona students attending ASU through high school district partnerships, financial aid outreach and the financial aid program, ASU Advantage. Access ASU also uses the academic expertise of the university to supplement and enhance instruction in Arizona schools.</td>
<td>2 years</td>
<td>5</td>
<td>100+</td>
<td>N/A</td>
<td>Significant increase in freshman enrollment as well as facilitating relationships with experts on the university campus and local school districts.</td>
<td>&quot;More students from Valley communities are attending the university&quot;&lt;br&gt;&quot;Families are receiving more information regarding financial aid and paying for college&quot;&lt;br&gt;&quot;Schools are receiving more university resources&quot;</td>
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<tr>
<td>Adult and Family Literacy Project</td>
<td>Betania Community Center*&lt;br&gt;Burton Barr Central Library*&lt;br&gt;&quot;Changing Hands Bookstore*&lt;br&gt;&quot;Community Outreach &amp; Advocacy for Refugees*&lt;br&gt;&quot;Gateway Community College*&lt;br&gt;&quot;Phoenix Elementary School District*&lt;br&gt;&quot;ProLiteracy Worldwide/National Book Scholarship Fund*&lt;br&gt;&quot;Roosevelt School District*&lt;br&gt;&quot;Salvation Army*&lt;br&gt;&quot;Sunland Elementary School*&lt;br&gt;Community-based organizations</td>
<td><em>ASU Department of English, Linguistics/Teaching English as a Second Language program</em>&lt;br&gt;<em>ASU Department of English, Linguistics/Teaching English as a Second Language program</em>&lt;br&gt;&quot;In the Adult and Family Literacy Field Experience, Masters of Teaching English as a Second Language students serve at-risk English language learners in the greater Phoenix area by teaching English as a Second Language (ESL) and training ESL teachers in the latest methodology and teaching practices.&quot;&lt;br&gt;&quot;Betania Community Center, 2.5 years&lt;br&gt;Burton Barr Central Library, 1 year&lt;br&gt;&quot;Changing Hands Bookstore, 1 year&lt;br&gt;&quot;Community Outreach &amp; Advocacy for Refugees, 1.5 years&lt;br&gt;&quot;Gateway Community College, 1 year&lt;br&gt;&quot;Phoenix Elementary School District, 1 year&lt;br&gt;&quot;ProLiteracy Worldwide/National Book Scholarship Fund, 1 year&lt;br&gt;&quot;Roosevelt School District, 1 year&lt;br&gt;&quot;Sunland Elementary School, 1 year&lt;br&gt;The Salvation Army, 5 years</td>
<td>2 years</td>
<td>20</td>
<td>20</td>
<td>2005-2006&lt;br&gt;National Book Scholarship Fund/ProLiteracy Worldwide book grant, 2003-2005</td>
<td>ASU Masters of Teaching English as a Second Language students gain valuable teaching experience in a multi-cultural, real-world setting. ESL teachers learn the latest teaching methodologies and practices.</td>
<td>Adult English language learners gain free access to high quality English as a Second Language instruction.</td>
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<td>ALPHA Partnership</td>
<td>Cartwright Elementary School District</td>
<td><em>ASU Office of the Vice President of Educational Partnerships</em>&lt;br&gt;<em>ASU Department of English, Linguistics/Teaching English as a Second Language program</em>&lt;br&gt;<em>ASU Department of English, Linguistics/Teaching English as a Second Language program</em>&lt;br&gt;&quot;In the Adult and Family Literacy Field Experience, Masters of Teaching English as a Second Language students serve at-risk English language learners in the greater Phoenix area by teaching English as a Second Language (ESL) and training ESL teachers in the latest methodology and teaching practices.&quot;&lt;br&gt;&quot;Betania Community Center, 2.5 years&lt;br&gt;Burton Barr Central Library, 1 year&lt;br&gt;&quot;Changing Hands Bookstore, 1 year&lt;br&gt;&quot;Community Outreach &amp; Advocacy for Refugees, 1.5 years&lt;br&gt;&quot;Gateway Community College, 1 year&lt;br&gt;&quot;Phoenix Elementary School District, 1 year&lt;br&gt;&quot;ProLiteracy Worldwide/National Book Scholarship Fund, 1 year&lt;br&gt;&quot;Roosevelt School District, 1 year&lt;br&gt;&quot;Sunland Elementary School, 1 year&lt;br&gt;The Salvation Army, 5 years</td>
<td>2.5 years</td>
<td>3</td>
<td>126</td>
<td>$225,000 Arizona Department of Education grant for Benchmarking Study&lt;br&gt;$100,000 Ford Motor Company for Ford Partnership for Advanced Studies&lt;br&gt;$85,000 West Ed for High School Completion Summit</td>
<td>Building a new culture of cross-campus, interdepartmental collaboration; forming consequential relationships around the common purpose.</td>
<td>Engaging a broad spectrum of government agencies, community based organizations, business/industry, foundations and individual donors to targeted high-need areas; developing student teachers in and for high-need school districts, providing more and higher-quality teachers, connecting community early childhood programs to school readiness.</td>
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<td>Alternative Spring Break</td>
<td>Chinle High School</td>
<td>ASU for Arizona: Building Great Communities *ASU Multicultural Student Services</td>
<td>To offer ASU students an opportunity to participate in community service while exploring different parts of the state.</td>
<td>1 year</td>
<td>0</td>
<td>27</td>
<td>N/A</td>
<td>Offers a safe and meaningful alternative for students during spring break *Statewide exposure of ASU’s commitment to Arizona communities *Student volunteerism opportunities *Service-based learning for students *Enhanced presence in tribal communities, particularly Chinle and the greater Navajo Nation *Establishment of partnership with National Audubon Society entities *Evidence of direct investment of ASU resources into rural AZ communities *Increases student awareness of civic responsibilities *Construction of a quarter-mile of wildlife-friendly fencing *College awareness among and information dissemination to youth and families from across the Navajo Nation and other tribal communities</td>
<td>Establishing partnerships in rural areas, particularly Chinle and the greater Navajo Nation</td>
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<tr>
<td>America Reads/America Counts</td>
<td>Salvation Army *Phoenix Elementary School District *Roosevelt School District *CARE Partnerships *Boys &amp; Girls Club</td>
<td>ASU University College *ASU Academic Community Engagement Services</td>
<td>To provide one-on-one tutoring for academically at-risk youth.</td>
<td>6 years</td>
<td>1</td>
<td>133</td>
<td>America Reads/Counts Challenge Grant</td>
<td>Community engagement for ASU students and mentoring relationships that increase college awareness.</td>
<td>Tutoring in reading and math to improve academic achievement.</td>
</tr>
<tr>
<td>Arizona-American Indian Science and Engineering Fair</td>
<td>American Indian students and all schools in tribal communities within and bordering Arizona *Ak-Chin Indian Community *American Society of Civil Engineers *Cicopa Indian Tribe *Damon S. Williams Associates *General Dynamics *Gila River Indian Community *Gila River Casino *General Corporation *Motorola *Orbital Sciences Corporation *Salt River Project</td>
<td>ASU American Indian Programs</td>
<td>To provide opportunities for Native American students in grades 5-12 to participate equally in a science fair by developing a project for competition. Through this experience, students learn the scientific process through observation and discovery, and provide the opportunity to share the excitement of their discoveries with practicing scientists and engineers. Students winning top honors at AISEF earn the opportunity to compete internationally at the Intel International Science &amp; Engineering Fair.</td>
<td>6 years</td>
<td>12</td>
<td>188</td>
<td>Intel Corporation</td>
<td>Unique opportunity for Native American students throughout Arizona’s impoverished Indian Communities to learn about science by completing science projects and then participating in science fairs *Recognition for Native American students at ails that meet the criteria of the program, AISEF, and participation in the Intel International Science &amp; Engineering Fair</td>
<td>Student engagement in tribal communities in and bordering Arizona.</td>
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*Evidence of direct investment of ASU resources into rural AZ communities *Increases student awareness of civic responsibilities *Construction of a quarter-mile of wildlife-friendly fencing *College awareness among and information dissemination to youth and families from across the Navajo Nation and other tribal communities
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<td>Arizona Rural Systematic Initiative (AZ-RSI)</td>
<td>Pinal County Education Service Agency</td>
<td>ASU American Indian Programs</td>
<td>Initiative to improve mathematics and science education in rural, low economic and high minority schools.</td>
<td>6 years</td>
<td>7</td>
<td>8,000</td>
<td>National Science Foundation</td>
<td>Agencies, schools and national education labs have been introduced to the Polytechnic campus and its many offerings for students.</td>
<td>Small, rural schools have had access to high quality professional development and technical assistance, much of which is delivered at the school site, that normally would not be available or affordable.</td>
</tr>
<tr>
<td>Arizona School Services through Educational Technology (ASSET)</td>
<td>Arizona Department of Education <em>PBS Teacherline</em> *Northern Arizona University *University of Arizona South *Intell8 Teach to the Future *Arizona K-12 Center *Qwest *Casey Family Programs *WestEd *Microsoft *ASU Eight/KAET *ASU at the West campus</td>
<td>ASU at the West campus</td>
<td>To empower educators and students to achieve excellence through the use of technology in teaching and learning. ASSET provides online and face-to-face professional development opportunities, a streamed video library, and access to a variety of web-based professional development, curricular resources and lesson plans through the ASSET Education Portal.</td>
<td>23 years</td>
<td>0</td>
<td>0</td>
<td>Intel Foundation- $75,000 *PBS Teacherline- $33,000 *PBS Teacherline Western Consortium- $35,000 *Qwest- $30,000 *Arizona Department of Education- $28,980</td>
<td>More than 1,000 faculty, pre-service Educators, and education graduate students from ASU at the West campus accessed ASSET professional development and curricular resource services via the ASSET Education Portal. Six graduate credit hours were taken by educators who opted to pay the graduate credit fee option to ASU at the West campus for an ASSET online professional development class.</td>
<td>In the most recent academic year ASSET has provided professional development and curricular resource services via the ASSET Education Portal to 1,018 400 K-12 students and 53,369 K-12 educators in Arizona. Out of those individuals, 4,050 educators completed an ASSET online professional development course.</td>
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<td>Arts, Media and Engineering K-12 Mediated Education Initiative (AMEd)</td>
<td>Arizona Commission on the Arts *Arizona Department of Education *Hererra Middle School *Mesa Art Center *Scottsdale Museum of Contemporary Art *Whittier Elementary School</td>
<td>ASU Herberger College of Art *ASU Herberger College School of Theatre and Film *ASU Herberger College School of Music *ASU Herberger College Department of Dance *ASU Herberger College for Kids *ASU Art Museum *ASU Fulton School of Engineering *ASU Fulton College of Education *ASU Fulton School of Engineering's School of Computing &amp; Informatics *ASU Department of Psychology</td>
<td>For K-12 education to keep pace with rapid technological advances in society, educators must develop new approaches to harness emerging technologies, enable collaborative learning, bridge the physical/digital realms, and prepare students for the dynamic world they are entering. The AMEd initiative's research focuses on the design and realization of student-centered learning environments that analyze and adapt to the needs of individual learners, including minority and underserved students and those with diverse learning styles. Learning scenarios utilize interactive digital graphics and sound in the SMAULab – a hybrid, physical-digital media environment developed by ASU.</td>
<td>1 year</td>
<td>11</td>
<td>14</td>
<td>Two, multi-year infrastructure grants awarded by the National Science Foundation, totaling $4 million. AMEd is one of four research projects funded by these grants.</td>
<td>With 25 researchers, this project is a test bed for the development and evaluation of collaborative models for application driven, interdisciplinary research that can achieve a direct impact in our communities. It also is tightly coupled with graduate education and traineeship. The success of this integrated project can provide an example for collaborative research/education initiatives that advance ASU’s vision for true intellectual fusion across discipline boundaries.</td>
<td>Engaging a broad range of K-12 students including low income, underserved and those with diverse learning styles *Providing training and support to partner teachers that will ensure this research can achieve a sustainable presence in regional schools *Working with policy makers to play a role in shaping the future role of digital media in arts and science education for Arizona and the nation</td>
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<td><strong>Beginning Educator Support Team (BEST)</strong></td>
<td><em>Apache Junction Unified School District</em></td>
<td><em>Avondale Elementary School District</em></td>
<td>To provide a comprehensive induction, mentoring, and professional development model to promote quality teaching practice for the ultimate support of student learning. BEST provides Teacher Leader training and teacher professional development in induction, teaching standards, mentoring and visitation coaching.</td>
<td>8 years</td>
<td>23</td>
<td>1,800</td>
<td>N/A</td>
<td>BEST and ASU's presence is infused in partnered districts: <em>Teachers are encouraged to take BEST courses in-district, leading some to pursue master's degrees from the College of Education at ASU</em> <em>BEST also analyzes ongoing research for program growth and development</em> <em>Through these partnerships, ASU's investment in the community is evident</em></td>
<td>The entire school community benefits from the BEST partnership: <em>By providing opportunities for teachers to increase competence and grow professionally in their teaching practice, student achievement is positively impacted</em> <em>Teachers develop to meet teaching expectations</em> <em>Visitation coaches individually support new teachers</em> <em>Mentors through training and the mentoring process are rejuvenated and refined in their own practice</em> <em>By teachers and teacher leaders working together, collaboration increases and in return, the school and district benefit</em> <em>Districts witness BEST’s positive impact to students, teachers and administrators</em> <em>Through effective staff development, classroom teachers evolve into district-embedded teacher leaders</em> <em>BEST support enhances recruitment and increases retention of teachers at all levels</em></td>
</tr>
<tr>
<td><strong>Club ASU</strong></td>
<td><em>Chicanos Por La Causa</em></td>
<td><em>ASU for Arizona: Building Great Communities</em></td>
<td>Club ASU promotes higher education to youth, schools, and families by connecting them with ASU's academic, athletic and cultural programs.</td>
<td>5 years</td>
<td>0</td>
<td>3,500</td>
<td>N/A</td>
<td>Enhanced exposure statewide, particularly to youth, schools, and families <em>Increased youth interest in higher education and the college/university environment</em> <em>Creation of a direct ASU recruitment pipeline from middle school to matriculation</em> <em>Creation of educational pipeline at a younger age</em> <em>Volunteer and mentoring opportunities for ASU students</em></td>
<td>Youth exposure to the university environment in a non-threatening and fun atmosphere <em>Increased youth and parent awareness of ASU educational opportunities</em> <em>Cultivation of a college-bound attitude amongst youth</em> <em>Collaborations which enhance community access to ASU resources</em> <em>Continued connection to youth through direct mail and newsletters with up-to-date ASU info</em> <em>Connection of youth with ASU Departments within their interest area</em></td>
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<td><strong>Fulton Summer Institute</strong></td>
<td><em>Dysart High School</em></td>
<td><em>ASU Fulton School of Engineering Student Outreach and Retention Programs</em></td>
<td>Provide hands-on summer learning experiences for middle and high school students.</td>
<td>13 years</td>
<td>12</td>
<td>350</td>
<td>N/A</td>
<td>Average 88% retention rates for students who go through programs and then enroll at ASU.</td>
<td>High level of community involvement and access to college for students.</td>
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<td>Partnership Name</td>
<td>Community Partner</td>
<td>Institutional Partner</td>
<td>Purpose</td>
<td>Length of Partnership</td>
<td># of faculty</td>
<td># of students</td>
<td>Grant Funding</td>
<td>Institutional Impact</td>
<td>Community Impact</td>
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<td>Guadalupe After School Program</td>
<td><em>Town of Guadalupe</em> The Boys and Girls Club of Guadalupe</td>
<td>ASU Intercollegiate Athletics</td>
<td>The Guadalupe After School Program is an after school/mentoring program for the youth of Guadalupe. The program presents a message of positive life skills using the American pastime of baseball as its vehicle. The mentoring program links children with positive student/athletic role models and outstanding motivation from one of the nation's premier college baseball coaches.</td>
<td>9 years</td>
<td>0</td>
<td>7</td>
<td>Valley of the Sun Unified Way McCormick Foundation</td>
<td>ASU student athlete engagement with Guadalupe youth.</td>
<td>To build leadership skills and self-esteem, encourage academic success and good citizenship, explore career opportunities and instill strong family values to the youth of Guadalupe.</td>
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<td>Hispanic Mother Daughter Program</td>
<td>Chandler Unified School District <em>Alhambra Elementary School District</em> <em>Gilbert Public Schools</em> <em>Basha School District</em> <em>Cyrane School District</em> <em>Carterwright Elementary School District</em> <em>Tempe School District</em> <em>Verrado Elementary School District</em> <em>Tilwann School District</em> <em>Tempe Union High School District</em> <em>Murphy Elementary School District</em> Phoenix Elementary School District Phoenix Union High School District Roosevelt School District</td>
<td>ASU Multicultural Student Services</td>
<td>The vision of the Hispanic Mother-Daughter Program (HMDP) is to increase the number of first generation Hispanic women who complete a bachelor’s degree by directly involving mothers in the educational process of their daughters. The mission of the HMDP is to increase high school and university retention and graduation rates among Hispanic women by tracking academic progress and enhancing personal development through a support network of school counselors, community leaders, and university professionals. The HMDP is an early outreach program designed to raise the educational and career aspirations of Hispanic women.</td>
<td>22 years</td>
<td>5</td>
<td>487</td>
<td>Mesa Unified School District- $10,000 Phoenix Union School District- $24,000</td>
<td>Increase freshmen persistence rate and graduation rates for Hispanic females. Increase viability in the community</td>
<td>Increased high school graduation rates. Increased knowledge of the benefits of higher education. Connect program participants and school administrators to ASU and its resources. Program participants receive academic advocacy and support.</td>
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<td>IDEAL (Integrated Data to Enhance Arizona’s Learning)</td>
<td>Arizona public and charter schools <em>Arizona State Department of Education</em></td>
<td>ASU Applied Learning Technologies Institute ASU Arizona School Service through Educational Technology</td>
<td>To create a dynamic, online learning environment for all Arizona K-12 students, teachers, and administrators—a customized and personalized information system of educational data, instructional resources, formative assessments, and support services. To foster ongoing communication between educators, students, and parents and to encourage lifelong learning through access to university resources. To enable and support data-based instructional decision-making, ensuring access for all students to quality education and all educators to ongoing professional development resources.</td>
<td>1 year</td>
<td>20</td>
<td>30</td>
<td>$5 million</td>
<td>Establishes ASU and the Arizona Department of Education as essential partners toward enhancing lifelong learning in Arizona. Increases ASU's role in and commitment to Arizona's pre-K-12 education. Extends ASU's technology infrastructure and intellectual resources to pre-K-12 education. Provides a platform for direct and continuous communication between ASU faculty and researchers and the Arizona pre-K-12 community. Positions ASU to leverage an advanced information and communication technology infrastructure and comprehensive pre-K-12 presence, toward applied research grants and projects. Provides infrastructure, experience, and expertise to enable and encourage university-community partnerships.</td>
<td>Provides a virtual meeting place for teachers, students, education policy setters, administrators, and universities. Connects pre-K-12 students, their parents, and teachers with higher education opportunities. Enables an ongoing learning and resource portfolio for every Arizona student and teacher. Provides a virtual pathway of contact and communication throughout every student's educational career—from pre-K-12 to higher education, and beyond. Through ongoing analysis and communication, creates best practice models that can easily be implemented into all schools in Arizona and beyond. Positions the Arizona Dept. of Education to leverage an Integrated Information and Communication Technology system toward efficient, cost-effective, hardware, software, and resource adoption (e.g. digital textbooks, instructional materials, support services).</td>
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<td>Inspiring Voices</td>
<td>Madison Park Junior High School *Lehi Boys and Girls Club</td>
<td>ASU for Arizona: Building Great Communities *ASU Undergraduate Admissions *Club ASU</td>
<td>To encourage Native American youth career exploration *To connect Native American youth to successful professionals who reflect a similar culture and background *To encourage students to pursue careers that will not just be a way to earn money but also a way to have a meaningful life</td>
<td>1 year</td>
<td>0</td>
<td>20</td>
<td>AmeriCorp/ VISTA member provided by the Corporation for National and Community Service *ASU exposure to tribes in and around the Phoenix metropolitan area *Community outreach to tribal communities *ASU student engagement in tribal communities, particularly American Indian students *Creation of educational pipeline at a younger age</td>
<td>Increased youth awareness of courses of study and career choices *Engagement of American Indian professionals as role models for youth *Youth exposure to college campus and culture</td>
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<td>Math, Science, Engineering Achievement (MESA)</td>
<td>Dysart High School *Phoenix High School *Talana Middle School *Frank Elementary *Lard Elementary</td>
<td>ASU Fulton School of Engineering Student Outreach and Retention Programs</td>
<td>To provide hands on engineering activities in middle and high school.</td>
<td>22 years</td>
<td>8</td>
<td>500</td>
<td>Intel *Motorola *Medtronic *Seimens Corporation *APS *Raytheon</td>
<td>Fifty-two percent of students that participate in MESA eventually attend ASU.</td>
<td>Fifty-two percent of students participating in MESA attend college.</td>
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<td>Mesa Grow Your Own Teachers Program</td>
<td>Mesa Public Schools *Chandler-Gilbert Community College *Mesa Community College</td>
<td>ASU at the Polytechnic campus</td>
<td>To assist students who have identified themselves as future teachers in fulfilling that goal.</td>
<td>6 years</td>
<td>0</td>
<td>88</td>
<td>ASU assists the Mary Lou Fulton College of Education recruit education students and provides a group of student leaders that participate in a variety of events.</td>
<td>Empower teacher candidates to become academically successful and help them pursue a post secondary education. Help the teacher candidate complete his/her teacher participation *Provide financial assistance *Assist teacher candidates with making preparations for possible educator status in the Mesa Public School District</td>
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<td>Partnership for Community Development</td>
<td>Arizona Community Foundation *Arizona Dept of Economic Security *Casey Family Programs *City of El Mirage *City of Phoenix *City of Surprise *Counselman Claude Mattox's Office *First United Methodist Church of Glendale *Helping Hands for Single Moms *Maryvale Revitalization Corporation *Publix Del Webb Homes *Quality of Life Community Services *Southwest Community Network *Stardust Foundation *Town of Buckeye *Unified Phoenix Fire Fighters Association *Valley of the Sun United Way *Welsh Foundation *West Valley Human Services Alliance *Maricopa Association of Governments *University of Maryland *UPS Foundation</td>
<td>ASU Global Institute for Sustainability *ASU Stardust Center for Affordable Homes and the Family</td>
<td>Build collaborative relationships among public and private community organizations to address critical community needs *Improve the quality of life for the residents of all ages in the communities by empowering community members to actively develop processes within their own communities to counter social challenges, and ultimately, increase their quality of life *Provide assistance with collaborative building, needs assessments, organizational management, administration/evaluation, strategic planning</td>
<td>2 years</td>
<td>45</td>
<td>50</td>
<td>Valley of the Sun United Way, Stardust Foundation- $18,500 *Arizona Community Foundation- $15,000 *University of Maryland, UPS Foundation- Publix Del Webb- $50,000 *Maricopa Association of Governments- $5,000 *Arizona Department of Economic Security- $58,744 *City of Surprise- $4,500 *Welsh Foundation- $36,836</td>
<td>Model of social embeddness, societal transformation, and user-inspired research *Visibility in the community *Positions the unique capacities of the academic enterprise (intellectual capital, resources, technologies and facilities) in the mainstream of community-based planning and development initiatives</td>
<td>Develops initiatives with the community, not for the community *Empowers community members to become actively involved in developing and implementing processes to counter social challenges within their community *Facilitates and incubates new collaborations, partnerships, ideas, and strategic initiatives across various sectors or the community (community-based organizations, local governments, faith communities, school districts, businesses and other institutions) to address critical community needs</td>
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<td>Professional Development School Teacher Education Network of Educational High Technology (POSTENET)</td>
<td>Osborn School District *Madison School District *Avondale School District *Chinle School District (Navajo Indian Community) *Whiteriver School District (Apache Indian Community) *Indian Oasis-Baboquivari School District (Tohono O'odham Indian Community) *Douglas School District *Tonto</td>
<td>ASU College of Teacher Education and Leadership</td>
<td>*Recruit, prepare, place and retain high quality new teachers in high-poverty rural partner school districts *Ensure high quality teachers, teaching, presence mentoring, and increased student achievement in high-poverty urban and rural partner school districts *Increase the number of Native American and Hispanic teachers in partner districts</td>
<td>Osborn- 7 years Madison- 5 years Avondale- 2 years Chinle, Whiteriver, Indian Oasis, Douglas- 1 year</td>
<td>51</td>
<td>224</td>
<td>US Department of Education Teacher Quality Enhancement Grant 5 yrs- $10 million</td>
<td>Fra-establishes university teacher education to grass-root K-12 educational issues which increases the focus and quality of teacher education *Provides a concrete means of expanding ASU's reach into high need urban and rural communities</td>
<td>Provides high quality new teachers for partner districts *Provides high quality professional development for existing teachers in the partner districts *Increases K-12 student achievement in the partner districts *Provides initiatives that retain teachers and/or attracts new teachers to partner districts</td>
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4. Does the institution or do the departments work to promote the mutuality and reciprocity of the partnerships?

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<td>e.g.</td>
<td>ASU in the Community- The user interface provided by the ASU in the Community website allows faculty, staff, students, and community members to access the same pool of information and contact each other through a common source of information. The mapping and search tools are designed to be easy to use, and allow community members to use the university's resources to their full potential. Program coordinators can use the site to raise awareness about programs and network with other program coordinators to create new projects and partnerships that benefit the community.</td>
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<td>e.g.</td>
<td>Herberger College of Fine Arts- Partnerships between the college and the communities of Phoenix recognize that the arts can play a vital role as a vehicle for exchange and change in Phoenix. Key partners share program development, implementation, and evaluation as well as infrastructure support that may include funding, equipment and supplies, facilities, and/or intellectual capital, depending on the demands of the project. Within the college, the Community Partnerships Office has a number of programs that ensure mutual university-community communication, such as the Cultural Arts Coalition, a group of local artists, educators, community organizers, and activist that promote, support and celebrate community arts. In partnership with the George Washington Carver Museum and Cultural Center, the office also created the Finding Phoenix community-based theater project, which is a public participation project exploring and documenting local history as a means of inspiring civic engagement.</td>
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<td>e.g.</td>
<td>Service Learning- In Service Learning programs, communication between the community and university is essential. As a link to providing ASU resources to the community, ASU’s Service Learning program maintains this communication by being responsive to community needs, attending neighborhood meetings, and bringing community members to the campus as experts.</td>
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<td>b. Are there mechanisms to systematically provide feedback and assessment to community partners?</td>
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<th>No</th>
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<td>e.g.</td>
<td>Fulton School of Engineering, Student Outreach and Retention Programs- All programs are evaluated and data is presented to partners in final reports.</td>
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<td>e.g.</td>
<td>Herberger College of Fine Arts- Engaged partners participate at every point in the collaborative process and receive copies of all documentation, communicate in multiple ways, and have the opportunity to evaluate processes and events.</td>
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<td>e.g.</td>
<td>University School Partnership- USP convenes monthly meetings with partner districts to plan, implement, and report on collaborative actions including professional development opportunities, conferences, grant applications, after-school activities, and curricular resources. USP also convene Communities of Practice on areas of greatest concern (Early Childhood, English Language Learners, Informal Learning). Each Community of Practice includes district personnel and ASU faculty and staff, as well as representatives from community-based organizations and government agencies (including the Arizona Department of Education, Arizona Department of Health Services, Governor’s Office on Youth and Families, and the City of Phoenix).</td>
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5. Are there examples of faculty scholarship associated with their outreach partnerships activities (Technical Reports, Curriculum, Research Reports, Policy Developments, Journal Publications, etc.)

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- **Barbara Robles** - Associate Professor in the School of Social Work, Dr. Robles focuses on Latino family and community financial needs and behaviors, asset-building policies, Latino/a entrepreneurship, family economic security, and linking the Earned Income Tax Credit with community-based organizations and agencies. Dr. Robles is also a member of a nationwide task force that is addressing the issues of persistent poverty in the United States. The taskforce, “Hope, Opportunity and Mobility for Everyone: The National Initiative to End Poverty,” plans to identify new solutions to address the fact that too many Americans are living on the edge in today’s economy. Dr. Robles has published a series of articles relating to community engagement, including “Latina Entrepreneurship in the Borderlands: Family Well Being and Poverty Reduction Policies,” in *Transformation of La Familia on the US-Mexico Border Landscape* and “Emergent Entrepreneurs: Latina-Owned Businesses in the Borderlands” in the *Texas Business Review*.

- **Flavio Marsiglia** - Dr. Marsiglia is the Foundation Professor of Cultural Diversity and Health, and the principle investigator for the Drug Resistance Strategies- DRS4 Project, which coordinates the implementation of the Keepin’ it REAL prevention program for students from 5th grade through middle school. This program examines the role of immigration acculturation in drug use among youths. The study involves over 60 local elementary schools whose students will participate in a randomized trial of the prevention program and then be followed through 9th grade. He is also the principle investigator for the Southwest Interdisciplinary Research Consortium, a center that conducts multi-disciplinary, community-based research on culturally-grounded drug use prevention and culturally-responsive drug abuse services. He has published more than 30 manuscripts in his areas of specialization and has co-authored the forthcoming book "Hispanic Spaces, Latino Places," was influenced by his work in the Garfield neighborhood.

- **Daniel Arreola** - Dr. Arreola, Professor of Geography, is the co-principle investigator with six other faculty members from across the country on the Comparative Civic and Place Engagement Project. This study explores issues of community interaction, civic engagement, and challenges of gentrification in three Latino neighborhoods in Phoenix (Garfield neighborhood), Chicago, and Miami. This project received a National Science Foundation grant and is comprised of an interdisciplinary research team from different institutions. The project uses interviews, surveys, and GIS mapping techniques to collect information. His most recent publication, "Hispanic Spaces, Latino Places," was influenced by his work in the Garfield neighborhood.

- **Fulton School of Engineering** - Faculty from the school have presented on aspects of the Fulton Summer Institute and the Math, Engineering, Science Achievement Program at conferences for the following organizations: Women in Engineering Program Advocates Network, American Society of Engineering Education, National Association of Multicultural Engineering Program Advocates, and the Society of Women Engineers.

- **Mary Stokrocki** - Herberger College Professor of Art Mary Stokrocki has published numerous chapters and articles related to art education, the most recent of which include: “Interdisciplinary Art Education: Building Bridges to Connect Disciplines and Culture” in *Models of Integration in Elementary and Secondary Schools: A Short History* and “A cross-site analysis of strategies used by three middle school art teachers to foster student learning” in *Studies in Art Education*.

e.g. **Pegge Vissicaro**- Interim chair of the Herberger College Department of Dance, Dr. Vissicaro has authored several publications related to dance cultures and communities, including: "Freedance, Inc.: The Making of Refugee Dance Communities" in *Animated*, "Online Communities for Dance Education and Research: A Paradigm for the 21st Century" in *Australia New Zealand Dance Research Society Journal*, and "Immigration and Refugees: Dance Community as Healing Among East Central Africans in Phoenix, Arizona" in *Ethnic Studies Review*.

e.g. **Timothy Tyrell**- ASU professor and tourism economist Dr. Tim Tyrrell collaborated with the University of Connecticut to develop the first concrete, theoretical basis for the analysis of sustainability in the tourism industry. Published in the *Journal of Travel Research*, Tyrrell's study, "A Dynamic Model of Sustainable Tourism," reveals a new bioeconomic model of tourism research and policy-making.