Immediate Next Steps and Outcomes of the Community Engagement Task Force 2.0*

- **Add/Incorporate Community Engagement work in Promotion & Tenure guidelines**
  Based upon the recommendations of the Working Teams, Dimension Leads, Steering Committee, and the Executive Leadership Team, the senior vice provost for Faculty Affairs, Dr. Gary Meyer, and a team including the vice president for Corporate Engagement, Dr. Maura Donovan, and the executive director for Community Engagement, Dr. Dan Bergen, will convene a small group of faculty to begin the process of assessing best practices, and incorporating corporate and community engagement into Promotion and Tenure Guidelines.

- **Further explore the co-location; and, realignment of the Center for Teaching and Learning-Service Learning Program, Center for Community Service, Burke Scholars, and Trinity Fellows with key leadership**
  Based upon the recommendations of the Working Teams, Dimension Leads, Steering Committee, and the Executive Leadership Team, the acting provost will convene key leadership in each of these areas to more deeply explore and consider the idea of a co-location, and realignment of these efforts. Recommendations will be made by key leaders and brought back to the Executive Leadership Team for a final decision.

- **Create a PEQ and Job Description for an FTE line for an Associate Director**
  Based upon the recommendations of the Working Teams, Dimension Leads, Steering Committee, and the Executive Leadership Team, the executive director of Community Engagement will work with Human Resources to develop a PEQ for an Associate Director of Community Engagement. Following the development of the PEQ, job description, and associated operational cost of the hire, the acting provost will discuss the position with the Executive Leadership Team.

- **Do not create a PTE line for an Engagement Impact Data Analyst**
  Based upon the recommendations of the Working Teams, Dimension Leads, Steering Committee, and the Executive Leadership Team, this position will not be hired in the short-term; however, it is understood that there is a need for this type of impact data analyst and recommended that aspects of this role where appropriate be incorporated into the Associate Director position.

*Note: all additional recommendations will be considered on an ongoing basis as resources, and/or capacities arise. The executive director of Community Engagement will continue to convene members of the Community Engagement Task Force 2.0 bi-annually to apprise them of ongoing efforts to advance recommendations.*
Overview/History
In 2015, the Office of Community Engagement was proposed by three separate university task forces/committees: the Community Engagement Task Force; Academic Senate Committee on Diversity and Equity; and, the President’s Task Force on Diversity and Inclusion. In January 2016, the president established the Office of Community Engagement, and strategically housed it in the Office of the Provost, to serve as a central clearinghouse for community engagement activities and to promote the scholarship of engagement. The office reports through the provost and collaborates with partners across the institution, including Innovation and Research, Deans, Department Chairs, faculty members, the Center for Teaching and Learning-Service Learning Program, Center for Community Service, and Offices of Student Affairs, Marketing and Communication, and Public Affairs, to ensure engagement efforts are effectively responding to the needs of the community, while meeting the educational and research mission of the university.

In July 2018, at the request of President Lovell, Provost Dan Myers convened a Community Engagement Task Force 2.0 that includes internal leaders, external partners, and the larger campus to seek recommendations on how to institutionalize community engagement at Marquette University and establish it as a local, national and global leader in community engagement.

A Steering Committee was formed comprised of key academic and staff leaders across campus, as well as strong community partners (See Appendix A for list of Steering Committee Members). Additional members of the Marquette University were invited to serve as leaders and develop teams around six key dimensions: faculty/staff engagement; student engagement; profile and membership; mission; partnership management and cultivation; and, impact/assessment (See Appendix B for list of Dimension Leads/Members). In each of their respective areas, the teams were asked to produce SWOT analyses, Best Practices, and Recommendations.

The following report captures the process, which commenced in July 2018, and was concluded with recommendations by the Dimension Leads in February 2019.

Given the recommendations, Acting Provost Kimo Ah Yun requested the Steering Committee’s help in prioritizing immediate next steps, and specifically asked that they rank them in terms of priority and from a resource neutral perspective. The following are the immediate next steps considered for review:

- **Add/Incorporate Community Engagement work in Promotion & Tenure guidelines**
  This will promote community engagement in research, teaching, and scholarship, allowing for the more intentional recruitment of community engaged scholars, and the support of current campus scholars

- **Co-locate; and, realign Center for Teaching and Learning-Service Learning Program, Center for Community Service, Burke Scholars, and Trinity Fellows**
  This will centralize and amplify Community Engagement at MU through undergraduate programs (Burke Scholars), graduate programs (Trinity Fellows), curricular programs (Center for Teaching and Learning-Service Learning Program) and co-curricular programs (Center for Community Service); further, it will allow for greater efficiency, reduced redundancies, and stronger student outcomes in engaged research, teaching, and service

- **Create a FTE line for an Associate Director**
  This will increase capacity within the Office of Community Engagement (OCE) to deliver on tactics to grow Marquette as a local and national leader in Community Engagement
• **Create a PTE line for an Engagement Impact Data Analyst**
  This position creates expertise for data sharing, data analyses, impact assessments, database support, and other needed analytical capabilities as OCE leverages its database of community relationships to broadly tell the story of MU’s engagement.

The Steering Committee provided their feedback to Acting Provost Kimo Ah Yun, who shared them with the Executive Leadership Team for further discussion and final decision-making (for de-identified Steering Committee Feedback, please see Appendix H).

---

**Vision:** Marquette University is a local, national and global leader in community engagement in research, teaching, outreach, and scholarship.

**Goal:** Internal and external community-engaged partners, researchers, educators, staff, and student are well supported and can navigate the university smoothly and efficiently.

**Objectives:**
- Deepen existing and cultivate new partnerships
- Expand community-engaged research through the recruitment and hiring of more engaged scholars, researchers, and teachers
- Increase number of community-engaged grants
- Create seamless student experience through the utilization of both co-curricular and curricular opportunities to educate students from charity-to-justice
- Increase fund development opportunities around a community-engaged brand
- Utilize community engagement to bring clear focus to issues of diversity and inclusion

**Challenges derived from SWOT Analyses/Best Practices (see Appendices E and F):**
- **Decentralized/Siloed Structure**
  - The current decentralized structure of community engaged research, teaching and service (Center for Community Service, Center for Teaching and Learning-Service Learning Program, Burke Scholars, and Trinity Fellows, Office of Community Engagement) creates:
    - **Redundancies**
      - Produces redundancies in partnership management and cultivation, assessment, administrative support, faculty/staff/student engagement, and data compilation.
    - **Inefficiencies**
      - Creates inefficiencies in communication, broader strategic planning, use of staff and financial resources, branding and messaging, and opportunities for grant and fund-development.
      - It can be difficult for community partners and students to navigate the engaged aspects of the institution.
      - It can cause internal distrust/territorial concerns.
    - **Perceptions**
      - Invites perceptions that community engagement is not as valued as other parts of Marquette University.
• Diminishes ability to tell a clear and coherent story about community engagement.

• Reward and Incentive Structures
  o Faculty
    ▪ The current reward and incentive structures for faculty tenure and promotion do not identify community engagement in research and teaching as clearly incentivized pathways. The unclear guidance allows for inconsistency across colleges and departments, creating a lack of clarity for scholars as to whether this form of research and teaching is a valued approach.
  o Staff
    ▪ The current merit structure for staff does not include any identification of community engagement as a possible area for a pay increase.

• Impact Assessment
  o The broader impacts of community engagement are historically difficult to assess in student outcomes; and, while more recent efforts have been made to utilize Ignatian pedagogies of reflection to advance more meaningful experiences for students, community impacts remain difficult to measure as well. It should be noted that colleges/universities around the country are facing similar challenges in their efforts to meaningfully assess impacts re: students, faculty/staff, and community partners.

Recommendations (see Appendix G):
• Staffing/Structure
  o Co-locate; and, realign Center for Teaching and Learning-Service Learning Program, Center for Community Service, Burke Scholars, and Trinity Fellows, under Office of Community Engagement.
    ▪ Co-locating; and, realigning these five offices allows for:
      • A more intentional and focused approach related to the “scholarship of engagement on community issues, policy studies and global issues (immigration, inter-religious and justice).” Specifically, practitioners, researchers, students, community partners, and community members, will be more directly engaged with one another, allowing for a broader and more nuanced generation of ideas and research questions.
      • A sustained commitment to mission responsive and reflective pedagogy, research and community partnership.
      • Greater organizational effectiveness, and efficiency. The current structure reduces efficiency and broader impact because each of the offices operate independently. Establishing a more robust office will conserve and sustain valuable human and financial resources.
      • Peer and aspirant institutions are aligning these programs to increase student, and community impact.
  o PTE - Engagement Impact Data Analyst
    ▪ The Engagement Impact Data Analyst will serve in the critical role of supporting the implementation, and ongoing use of the new Community Engagement Database. The database will allow for the Office of Service Learning to facilitate all
of their course sign-ups via the online system; allow for the Center for Community Service to oversee student volunteer hours and impacts; and, create a space for Deans, and other College Liaisons to gain insight into the community engaged research, teaching, and service work that is occurring within their respective colleges. Further, the position will focus on key data analysis and impacts, ensuring that the appropriate outcomes/metrics are being assessed and advanced. The position will also liaison to the Office of Institutional Assessment.

- **FTE - Associate Director**
  - The associate director will support university’s ongoing strategic plan goal on Social Responsibility through Community Engagement through the implementation of university-wide assessment and evaluation programs for student learning and program outcomes that can be utilized for all engagement activities including alternative breaks, events, programs, on-going service programs, and student service organizations. The position will also liaison to the Office of Marketing and Communications, promoting community engagement activities via various media platforms.

- **FTE - Administrative Assistant**
  - Given the nature of the role of the executive director of community engagement, and the broader institutional support the office provides, it is recommended that an administrative assistant position is created to support the executive director in purchasing, scheduling, office management, and event coordination.

- **Dean appointed college/school liaisons**
  - Establish and coordinate college/unit community engagement liaisons between these units and central hub. In some places these people exist so their position needs elevated and integrated into collaborative approach. In other colleges/units no such person exists, so need either to revise job descriptions of existing personnel (e.g., 10-15% of an associate dean’s time as CE liaison) OR hire new position. It will be important to have liaisons who can translate community engagement efforts at local college/unit levels, diminishing misperceptions, and supporting a more comprehensive narrative.

- **MUSG appointed student liaison**
  - Establish a student liaison position that serves for a 1-year term and is appointed through MUSG. The student liaison will serve in an advisory capacity to the Office of Community Engagement.

- **Community member liaison**
  - Establish a community liaison position that serves for a 3-year term. The community liaison will serve in an advisory capacity to Office of Community Engagement, supporting responsible, and reflective research, teaching, and service practices.
Community Engagement in Promotion and Tenure

- Community engagement in research, teaching, and service should be formally recognized and valued at the university level and incorporated, as appropriate, into the university promotion and tenure guidelines (criteria).

Community Engaged Research and Teaching Faculty Mentorship Program

- 12-week year-long mentorship program in community engaged research and teaching.
- $1500 travel stipend for mentors/mentees (3 mentors/3 mentees)

Community Engagement in Staff Merit Considerations

- It is recommended that community engagement is not considered in staff merit processes; however, it is recommended that, similar to time allocated for retreats, staff are permitted the opportunity to participate in community engaged service and/or outreach for at least 1-day/year.

Social Responsibility through Community Engagement 1001 Course

- Develop/Utilize existing course as a required 0 or 1 credit course that all students take that bridges a historical understanding of Milwaukee with mission-framed service, service-learning, and community engaged research to understand the origins of our community, and its complexities and assets. Further, identity development would be a core part of the course as well to ensure that students are doing the critical ongoing work of cultivating self-awareness.
- Faculty are provided an incentive to be trained in Ignatian pedagogy and use it (with flexibility to adapt). Faculty and students leave the university with deep understanding of and practice of reflection that leads to action and transformed experience.

Student Community Engagement Portfolio

- Student to produce a culminating e-portfolio that represents the development of the Jesuit elements of the student’s education—a tangible body of work to assess their growth as Jesuit educated person

Impact:

Students who have participated in meaningful community engagement experiences at Marquette will:

- Develop relationships that demonstrate a sense of cultural competency and cultural empathy
- Articulate an understanding and awareness of social justice
- Express a commitment to being an active and engaged community member in the future
- Utilize self-reflection to understand their own values, beliefs, and identity as a citizen of the world

Student Impact

- Students be surveyed a minimum of three times during their collegiate careers. This could be connected to the Marquette Core or aligned with additional surveys or assessment tools currently in place. Surveys will help to identify opportunities, blind spots and gaps.
- **Parent Impact**
  - Engage parents more proactively. Survey parents at the start of their child’s academic career and again at graduation around how they have seen their child grow through community engagement.

- **Community Impact**
  - Partners are invited to assess students in more thoughtful and intentional ways.

**Acknowledgements**

As the Steering Committee Chair, I would like to acknowledge and extend my gratitude to the steering committee, dimension leads, and working team members for their work on this process throughout the 2018-2019 academic year. Your demonstrated passion and commitment to community engagement at Marquette University and the opportunities it provides our students, faculty and staff, to enrich their learning, research, and working experiences is inspiring to me.

Specifically, I would like to thank our community partners who spent time providing their unique knowledge and expertise to us as a university, guiding us in our decision-making, and informing us in our process. Truly, we could not have been successful without your time and talent.

Lastly, I would like to offer a special word of gratitude to Sumathi Thiyagarajan, director of Program Management. She provided much of the administrative support, structure, and guidance throughout the process.

*Dr. Kimo Ab Yun, acting provost, and executive vice president of Academic Affairs*
Appendices

Appendix A

Community Engagement Task Force 2.0 Steering Committee
Chair: Kimo Ah Yun, Acting Provost
Dan Bergen, Executive Director, Community Engagement
Rana Altenburg, Vice President, Public Affairs
Xavier Cole, Vice President, Student Affairs
Jeanne Hossenlopp, Vice President, Research and Innovation
Janet Krejci, Dean, College of Nursing
Kent Beausoleil, Special Assistant, Senior Vice Provost of Faculty Affairs/Vice President of Student Affairs
William Lobb, Dean, College of Dentistry
Brian Dorrington, Assistant Vice President, University Advancement
William Welburn, Vice President, Inclusive Excellence
Griselda Aldrete, President/CEO, Hispanic Professionals of Greater Milwaukee
Keith Stanley, Executive Director, Near West Side Partners, Inc.
Brett Blomme, President/CEO, Cream City Foundation
Ray Manista, Executive Vice President, Chief Legal Officer and Secretary, Northwestern Mutual

Appendix B

Community Engagement Task Force 2.0 Dimension Leads/Committee Members

Partnership Management and Cultivation

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Anne Deahl (Co-lead)</td>
<td>Associate Vice Provost, Academic Support Programs &amp; Retention</td>
<td>Staff</td>
</tr>
<tr>
<td>Kim Bohat (Co-lead)</td>
<td>Director, Service Learning</td>
<td>Staff</td>
</tr>
<tr>
<td>Bryan Rindfleisch</td>
<td>Assistant Professor, History</td>
<td>Faculty</td>
</tr>
<tr>
<td>Sheena Carey</td>
<td>Internship Coordinator, Lecturer, College of Comm</td>
<td>Faculty</td>
</tr>
<tr>
<td>Patrick McGinn</td>
<td>Alum and current Trinity Fellow; Graduate</td>
<td>Student</td>
</tr>
<tr>
<td>Claire Keyes</td>
<td>Undergraduate student, works for OCE and previously SLP</td>
<td>Student</td>
</tr>
<tr>
<td>Jacqueline Black</td>
<td>Associate Director of Hispanic Initiatives</td>
<td>Staff</td>
</tr>
<tr>
<td>Eric Williams</td>
<td>Executive Director, Educational Opportunity Program</td>
<td>Staff</td>
</tr>
<tr>
<td>Tracey Sparrow</td>
<td>President, Next Door Foundation</td>
<td>Community Partner</td>
</tr>
<tr>
<td>Al Castro</td>
<td>Program Director, United Community Center (UCC)</td>
<td>Community Partner</td>
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Student Engagement

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<tr>
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<tbody>
<tr>
<td>Mary Janz (Co-Lead)</td>
<td>Executive Director, Residence Life</td>
<td>Staff</td>
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<tr>
<td>Chris Simenz (Co-Lead)</td>
<td>Clinical Professor/Practicum Coordinator for Exercise Science</td>
<td>Faculty</td>
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### Faculty and Staff Engagement

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<tr>
<td>Gary Meyer (Co-Lead)</td>
<td>Senior Vice Provost, Faculty Affairs</td>
<td>Admin</td>
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<tr>
<td>Lynn Mellantine (Co-Lead)</td>
<td>Asst Vice President, HR</td>
<td>Staff</td>
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<tr>
<td>Abiola Keller</td>
<td>Assistant Professor, Nursing</td>
<td>Faculty</td>
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<tr>
<td>Fr. Nicky Santos, S.J.</td>
<td>Assistant Professor, College of Business Administration</td>
<td>Faculty (S.J.)</td>
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<tr>
<td>Albert Abena</td>
<td>Clinical Associate Professor and Senior Director of Marquette University Community Dental Clinics</td>
<td>Faculty</td>
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<tr>
<td>Lisa Edwards</td>
<td>Professor, College of Education</td>
<td>Faculty</td>
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<tr>
<td>John Su</td>
<td>Vice Provost for Academic Affairs</td>
<td>Faculty / Admin</td>
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<tr>
<td>Syed Ahmed</td>
<td>Associate Dean, Community Engagement, Medical College of WI</td>
<td>Community Partner</td>
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<tr>
<td>Sarah Burkhart</td>
<td>Engagement Director UA</td>
<td>Staff</td>
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<tr>
<td>Danielle Josetti</td>
<td>Associate Athletics Director</td>
<td>Staff</td>
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<tr>
<td>Jacqueline Schram</td>
<td>Director and Special Assistant to Native American Affairs</td>
<td>Staff</td>
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<tr>
<td>Janelle Romano</td>
<td>Research Assistant (Graduate Student), Office of Community Engagement</td>
<td>Staff</td>
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### Mission

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<tr>
<td>Kathy Coffey-Guenther (Co-Lead)</td>
<td>Assoc. VP, Mission &amp; Ministry</td>
<td>Staff</td>
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<tr>
<td>Theresa Tobin (Co-Lead)</td>
<td>Assoc. Dean, Graduate School</td>
<td>Faculty</td>
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<tr>
<td>Alan Chavoya</td>
<td>Graduate</td>
<td>Student</td>
</tr>
<tr>
<td>Angie Harris</td>
<td>Associate Professor, Social &amp; Cultural Sciences</td>
<td>Faculty</td>
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<tr>
<td>Tom Kiely</td>
<td>Director of the Catholic Leadership Institute</td>
<td>Staff</td>
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<tr>
<td>Susan Longhenry</td>
<td>Director/ Chief Curator, Haggerty Museum</td>
<td>Staff</td>
</tr>
<tr>
<td>Monica Meagher</td>
<td>Spiritual Director, Mission &amp; Ministry</td>
<td>Staff</td>
</tr>
<tr>
<td>Meredith Gillespie</td>
<td>MUSG President; Undergraduate</td>
<td>Student</td>
</tr>
<tr>
<td>Kate Trevey</td>
<td>Director Engineering Leadership Program</td>
<td>Staff</td>
</tr>
<tr>
<td>Rita Aleman</td>
<td>Program Manager, Lubar Center for Public Policy Research and Civic Education</td>
<td>Staff</td>
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<tr>
<td>Lisa Bates-Froiland</td>
<td>Pastor at Redeemer Lutheran Church-Milwaukee</td>
<td>Community Partner</td>
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<tr>
<td>Venice Williams</td>
<td>Executive Director of Alice's Garden</td>
<td>Community Partner</td>
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<tr>
<td>Chris Jeske</td>
<td>Associate Director, Center for Peacemaking</td>
<td>Staff</td>
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<tr>
<td>Gerry Fischer</td>
<td>Assoc. Dir., Campus Ministry</td>
<td>Staff</td>
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<tr>
<td>Jesse Cheng</td>
<td>Asst. Prof, Social &amp; Cultural Sciences</td>
<td>Staff</td>
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<tr>
<td>Mary Ann Bonet</td>
<td>Manager of Community Engagement, Haggerty Museum</td>
<td>Staff</td>
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**Impact Assessment**

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<tr>
<td>Carie Hertzberg (Co-Lead)</td>
<td>Director, MU Burke Scholarship Program</td>
<td>Staff</td>
</tr>
<tr>
<td>Jen Reid (Co-Lead)</td>
<td>Director, Student Affairs, Communications</td>
<td>Staff</td>
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<tr>
<td>Laura MacBride</td>
<td>Assistant Director, OIRA</td>
<td>Staff</td>
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<tr>
<td>Brian Weithers</td>
<td>Student Assistance, Office of Community Engagement; Student (Computer Science)</td>
<td>Student</td>
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<tr>
<td>Sara Manjee</td>
<td>MUSG Outreach VP</td>
<td>Student</td>
</tr>
<tr>
<td>Kathy Durben</td>
<td>Executive Director, Office of Research &amp; Sponsored Programs</td>
<td>Staff</td>
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<tr>
<td>Carolyn Swabek</td>
<td>Assistant Director, Trinity Fellows Program</td>
<td>Staff</td>
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<tr>
<td>John Grych</td>
<td>Professor, Psychology</td>
<td>Faculty</td>
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<tr>
<td>Dave Celata</td>
<td>Milwaukee Succeeds</td>
<td>Community Partner</td>
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**Profile and Membership**

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<tr>
<td>Kathleen Waterbury (Co-Lead)</td>
<td>Director of Brand Marketing, Office of Marketing &amp; Communication</td>
<td>Staff</td>
</tr>
<tr>
<td>Jaclyn Ness (Co-Lead)</td>
<td>Managing Director of Development, Corporate, and Foundation Relations, University Advancement</td>
<td>Staff</td>
</tr>
<tr>
<td>Steve Filmanowicz</td>
<td>Editorial Director, OMC</td>
<td>Staff</td>
</tr>
<tr>
<td>Sasha Parsons</td>
<td>MU-WIN Coordinator, Research Innovation</td>
<td>Staff</td>
</tr>
<tr>
<td>Abby Ng</td>
<td>Student Media Coordinator, OCE</td>
<td>Student</td>
</tr>
<tr>
<td>Jeannie Fenceroy</td>
<td>Senior Program Manager - Education and Scholarships, Greater Milwaukee Foundation</td>
<td>Community Partner</td>
</tr>
<tr>
<td>Cortney McEniry</td>
<td>Director of Community Engagement at Milwaukee Repertory Theater</td>
<td>Community Partner</td>
</tr>
<tr>
<td>Kelsey Otero</td>
<td>Associate Director of Social Innovation, Research Innovation</td>
<td>Staff</td>
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Appendix D

Kick-off Steering Committee Meeting (7/9/2018) & Kick-off Dimension Lead Meeting (8/1/2018)

Appendix E

Taskforce meeting #1 (11/5/2018) – SWOT & Best Practices

The first meeting was on November 5th, 2018. At this meeting, we heard from the Mission, Partnership Management & Cultivation, and Impact/Assessment dimensions.

Appendix F

Taskforce meeting #2 (11/29/2018) – SWOT & Best Practices

The second meeting was on November 29th, 2018. At this meeting, we heard from the Student Engagement, Faculty & Staff Engagement, and Profile & Membership dimensions.

Appendix G

Taskforce meeting #3 (2/19/2019) – final recommendations

At this meeting, we heard recommendations and responses to a set of four questions from all six dimensions.

Appendix H

De-identified Steering Committee Feedback/Priority Ranking

Response #1:

1. P&T changes may be highest impact and low direct costs but may take a while. But I would rank it high
2. Co location sounds great and would have high impact: I have no idea of costs and space availability... does this mean reporting relationships would also change?
3. Hard to comment on Associate Director: Are we mature enough to know what they would do and what impact they would make? Do we have a more specific ROI analysis?
4. PT analyst sounds like it may be lower cost lower risk and may lead us to more specificity of what is needed next

Response #2:

I have always thought that some greater coordination of community service endeavors (Co-Curricular, [do not forget about CM campus ministry service work as well as DSA], Curricular, and Service Learning) would best serve Marquette through some coordinated effort). I know a lot of service is happening, but it is quite often hard to understand both how much (quantitative) and at what level (qualitative) is actually happening between faculty, staff, and students. For example, among faculty, service (internal and external) is inconsistently defended across colleges. This should be for the university a top priority.

Given that, developing a consistent policy regarding service in P and T documentation for the university that all colleges adhere to would be a great second priority.

Given those priorities, you would definitely need an FTE Associate Coordinator to guide, coordinate, and communicate and overall picture of the great service work in place and also to offer input about how Marquette can grow as a vanguard of service and a national model. This would be a third priority.
Finally, every program and service offered such have someone dedicated to data analysis, assessment, and evaluation of impact and effectiveness of the quality of service programs offered, the impact of service on the larger community and at Marquette, and ways to be innovative in new service programming and the strengths and weaknesses of already existing programs. **This would be a fourth priority.**

**Response #3:**

I’m not sure that I have enough information or perspective to provide a ranking of those items. We have already heard that the provost has asked deans to look at P&T guidelines with their units to make sure that community (and corporate) engagement are included. As I have suggested to Kimo, I think that providing some models for units to adapt would be helpful rather than simply asking them to figure out on their own what to include. It can’t be a one-size-fits-all proposition so there will need to be flexibility.

Co-locating programs seems to be a good idea but without more details, I cannot assess whether there is any real cost saving to do this or whether there are other compelling reasons to leave some or all of these where they are. If this is deemed to be in the best interest of all involved, then determining whether this could also provide resources that could be put toward one or another of the final two things listed below would be helpful. I am not in a position to assess the detailed need or prioritize between the final two recommendations.

**Response #4:**

1. Co-locate; and, realign Center for Teaching and Learning-Service Learning Program, Center for Community Service, Burke Scholars, and Trinity Fellows
2. Create a FTE line for an Associate Director
3. Add/Incorporate Community Engagement work in Promotion & Tenure guidelines
4. Create a PTE line for an Engagement Impact Data Analyst

- A co-location with the service-learning and community service programs will provide instant synergy and collaboration and could happen as soon as this summer so that the new office is ready to go to kick off next school year.
  - An associate director will immediately help Dan be able to lead and guide this re-structuring
  - While P & T may be the most impactful approach to embed community engagement into campus, it will take time as we work through the university collaborative process (meetings with Academic Senate groups, faculty input, etc). I recommend we not wait on starting this process, but build in expectations that this could be a year-long process.

**Response #5:**

1. Create a FTE line for an Associate Director
2. Co-locate; and, realign Center for Teaching and Learning-Service Learning Program, Center for Community Service, Burke Scholars, and Trinity Fellows
3. Add/Incorporate Community Engagement work in Promotion & Tenure guidelines
4. Create a PTE line for an Engagement Impact Data Analyst
Response #6:

I wanted you to know that I did not rank these ideas in light of the fact that my calendar did not allow me to participate in the development sessions where the ideas were contextualized.