**Proposal for the Graduate Community Engagement Certificate**

**Rationale**

The Graduate Student Government (GSG), the Office of Graduate and Professional Education (OGPE), and the Community Engagement Initiative (CEI), a program of the Office of the Provost, propose a university-wide Graduate Community Engagement Scholars Certificate. *See Appendix A for history of the Community Engagement Initiative*. This rigorous certificate is consistent with the priorities in the university’s [Civic Action Plan](http://sites.udel.edu/engage/2018/01/03/civic-action-plan/) and in its mission statement that declares “University graduates are prepared to contribute to a global society that requires leaders with creativity, integrity, and a dedication to service.”

The GSG, the OGPE, and the CEI submit this proposal with the support of faculty who are potential members of the Graduate Community Engagement Scholars Certificate Faculty Review Board *(see Appendix B for description and list of potential members of the Graduate Community Engagement Certificate Faculty Review Board).* The proposal has been developed in consultation with the leadership of the Faculty Senate committee on graduate studies and the office of the Provost.

The Certificate, which will be recorded on the student’s transcript, creates a scaffold by which scholars will integrate their academic study in community engagement experiences through participation in course work, community-focused graduate research or creative work, and hands-on experience. Scholars will maintain a portfolio that may contain reflection materials, research documents, a record of experiential hours, and a final synthesis that documents their deepened understanding of their role as a community engaged scholar.

The Graduate Community Engagement Certificate Faculty Review Board, appointed by the Director of the CEI in consultation with the GSG and inclusive of faculty from all colleges, will have oversight. The Faculty Review Board will work in conjunction with CEI staff, who will be responsible for the day-to-day administration of the Certificate program.

The Faculty Review Board and CEI staff will approve admission to the certificate program, review scholar plans for meeting certificate requirements, and review final portfolios. The Faculty Review Board representative will review the portfolios of students within their college or division.Meetings and electronic communication between the Faculty Review Board and CEI staff will take place as needed.

Students may apply to the Graduate Community Engagement Certificate by submitting the Graduate Certificate Enrollment Request Form (<http://www1.udel.edu/gradoffice/forms-new/gradcertificate-enrollment.pdf>) to the Graduate Community Engagement Faculty Review Board.  The application should include a graduate transcript and an essay that describes how community engagement is connected to the applicant’s academic, research/creative activities, and career goals and identifies the core issue that will serve as the focus of the certificate.  Applicants must have a minimum of a 3.2 GPA.  Courses or research undertaken prior to acceptance to the Graduate Community Engagement Certificate *may* meet requirements, contingent upon approval of the Faculty Review Board. Students should apply no later than April 1st.

In their first semester in the Certificate program, Graduate Community Engagement Scholars will meet with CEI staff to develop a plan for meeting program requirements and as requested thereafter for advisement. The plan will be a part of each scholar’s portfolio. Plans will be built *around* departmental degree requirements.

The Registrar’s Office has confirmed that SIS has the capability to add the Graduate Community Engagement Certificate to a student’s record. In addition, non-credit-bearing activities will be listed under the “milestones” section, so there will be a record of the student’s fulfillment of requirements.

Personnel from the Office of Graduate and Professional Education will review the completed final student planning document approved by the program director so as to certify the completion of the Graduate Community Engagement Certificate on the student’s academic transcript.

**Coursework Requirements**

Students will participate in 6 credits of academic coursework. Students must maintain a 3.2 overall GPA and a B- or better in all courses applied to this certificate. *See Appendix C for the Student Planning document.* Details provided below:

|  |  |  |
| --- | --- | --- |
| **CREDITS** | **COURSE INFO** | **ADDITIONAL DETAILS** |
| Zero | UNIV 679: Introduction to Engaged Scholarship | Required course.  This experimental course will be proposed for permanent status. |
| Three | Other graduate-level coursework with a Community Engaged component as approved by the Faculty Review Board. | Courses will have approval from the Faculty Review Board. Scholars must request course approval in writing before the start of the semester. The Scholar’s proposal will indicate how the courses fit within their overall Graduate Community Engagement Scholar Certificate plan. Classwork such as essays, lab reports, or other writings will become part of the portfolio. |
| Three | Either other graduate-level coursework with a Community Engaged component as approved by the Faculty Review Board or community engaged internships/projects undertaken for credit | Courses or internship/projects must have approval from the Faculty Review Board. Scholars may request course or internship/project approval in writing before the start of the semester. The Scholar’s proposal will indicate how the courses or internships/projects fit within their overall Graduate Community Engagement Scholar Certificate plan. Classwork or an internship/project reflection and hour log will become part of the portfolio. |
| **6** | **CREDITS TOTAL** |  |

**Milestone Requirements**

* A reflection paper of length and quality determined by the Faculty Review Board in accordance with standards associated with the student’s discipline. It will deal with participation in a mutually beneficial community-based experience. This experience may be earned in any combination of community-engaged research or internship/project in direct contact with a community partner. Scholars will submit the reflection paper in their portfolio, and it should indicate how the experience was mutually beneficial for the student and community partner. The Faculty Review Board and the community partner will review the reflection paper upon completion.
* Submission of a research paper or creative work of excellent quality (*e.g.*, thesis chapter, publication, exhibition), which includes extensive engagement with a specific community. This research may be theoretical in nature if the student has completed work in direct contact with a community partner in fulfillment of other Graduate Community Engagement Scholar requirements. If the student has not completed work in direct contact with a community partner through an internship, the research paper must include substantive direct work with a community partner. The Faculty Review Board member from the student’s college or division must approve the paper for quality and length.
* Upon completion, scholars will submit a portfolio to the Faculty Review Board that may include a record of coursework and milestone requirements, reflection pieces, and records of hands-on experience. It must include a final synthesis paper that explains the impact of the Graduate Community Engagement Certificate on the student’s development as an engaged scholar. Use of the rubric provided in *Appendix E* will guide reviews.

The program requirements can be assessed and modified on a case-by-case basis by the Faculty Review Board.

**Outcomes**

Through participation in the certificate students will achieve the following outcomes:

1. Scholars will articulate the value of community engagement as an academic activity.
2. Scholars will analyze how their personal research connects to engaged scholarship.
3. Scholars will effectively produce creative work or conduct research on and write about and discuss issues surrounding community challenges.
4. Scholars will build upon understandings of complex economic, social, and cultural tensions that relate to community issues.
5. Scholars will critically evaluate the ethical implications and reciprocity of their research or creative work.

Scholars will demonstrate mastery of these outcomes through a portfolio that contains classwork, reflections, a record of experiential hours, and a final synthesis that documents their deepened understanding of themselves as engaged scholars. The final synthesis could be integrated into their thesis or dissertations.

Additional information regarding the milestone and portfolio assessment of the Graduate Community Engaged Certificate Program is included in *Appendix D*.

**Appendix A: History of the Community Engagement Initiative**

One of the measures of every great research university is the extent to which the knowledge it generates enriches the quality of life in the communities it serves. As a land-grant, sea-grant, space-grant institution and the only comprehensive research university in the state, the University of Delaware has a long tradition of applying knowledge, creativity and civic commitment to the critical challenges facing communities in Delaware, across the nation and around the world. Our approach aligns with the mission of funding agencies such as the National Science Foundation, which notes on its website that it promotes “the progress of science; to advance the national health, prosperity, and welfare; to secure the national defense,” and asserts that the knowledge created is transformative because it is “a primary driver of the U.S. economy; enhances that nation’s security; and advances knowledge to sustain global leadership.”

In 2014, a task force of faculty, staff, student, and community representatives researched and assembled a successful application for the Community Engagement classification from the Carnegie Foundation for the Advancement of Teaching. The classification underscores the University’s role as a dynamic force for incorporating engagement in the education of its students and the scholarship of its faculty and improving the quality of life in communities near and far. The Carnegie review also identified areas for further development. These include 1) the development of assessment tools for measuring community perceptions, tracking engagement data, assessing impact, and assessing student learning; 2) maintaining collaborative, mutually beneficial partnerships in key areas of societal need; 3) faculty support and rewards for the scholarship of engagement; and 4) alignment of engagement with other university priorities.

In 2015, the task force evolved into the Community Engagement Commission, which studied models and best practices at other institutions to recommend a structure best suited for sustaining and expanding UD’s community-based efforts.

In February 2016, the Office of the Provost launched the Community Engagement Initiative to further strengthen UD’s identity as an engaged university. The Community Engagement Initiative focuses on what makes every community strong: improving public education, community health, and environmental quality; encouraging economic development and social equity; and expanding arts and cultural programs that enrich quality of life. Dan Rich, University Professor of Public Policy was named director and Lynnette Overby, Professor of Theater, was named deputy director. Housed within the Initiative are the Partnership for Public Education, Partnership for Healthy Communities, Partnership for Arts and Culture, Sustainability Task Force and Wilmington and Newark Partnerships. The Community Engagement Initiative administers the Council of Community Engagement and Public Service Centers and the Campus Compact Council that developed the university’s Civic Action Plan which was approved by President Assanis in December 2017.

In August 2017, the Office of Service Learning moved to the Community Engagement Initiative. Within the Initiative, the Assistant Director of Service Learning works across the university to deepen and expand opportunities for curricular student engagement through individual faculty development and with the Division of Student Life to develop enrichment opportunities for co-curricular community engagement programs.

In the fall of 2017, Enrollment Management invited the Community Engagement Initiative to partner with them to create an affinity program, the Community Engagement Scholars, for incoming first-year students. It is designed as a four-year interdisciplinary program to facilitate integration of civic engagement into student academic and career goals. The first cohort of Community Engagement Scholars began in fall of 2017.

Also in the fall of 2017, the Community Engagement Initiative approached the Graduate Student Government (GSG) to implement a similar program for graduate students. The GSG responded by forming an *Ad Hoc* Committee on Community Engagement chaired by Art History student Bridget Killian. The committee spent the 2017-2018 school year crafting this proposal for the Graduate Community Engagement Scholars.

**Appendix B: Graduate Community Engagement Certificate Faculty Review Board**

**The Graduate Community Engagement Certificate Faculty Review Board** will be made up of faculty who serve one-year renewable terms as CEI Faculty Fellows or are appointed by the Director of the Initiative specifically to serve on the faculty review board for the Graduate Community Engagement Certificate. Appointees may be drawn from faculty who serve the CEI in other capacities (for example, as members of the knowledge based partnerships).

**Potential Faculty Review Board Members**:

Lynnette Overby, Chair and Deputy Director of the Community Engagement Initiative, Professor of Theatre, College of Arts and Sciences

**List of confirmed representatives from each College will appear in this section**

Graduate Community Engagement Certificate Faculty Review Board

Potential Representatives:

1. Tara White Kee, Director

Master of Arts in Liberal Studies

1. Ann Bowler, Associate Professor,

Department of Sociology and Criminal Justice

1. David Redlawsk, Professor and Chair,

Department of Political Science and International Relations

1. Gregory Shelnutt, Professor and Chair

Department of Art and Design

1. Andera Sarzynski, Associate Professor

Biden School of Public Policy

1. Martha Buell, Professor

Department of Human Development and Family Science

1. Christopher Williams, Professor

Department of Entomology and Wildlife Ecology

1. John Jungct, Professor

Departments of Mathematical Sciences and Biological Sciences

1. Nancy Getchell, Professor

Department of Kinesiology and Applied Physiology

10. Douglas Buttrey, Professor

Department of Chemical and Biomolecular Engineering

11.Daniel Leathers, Professor

Department of Geography

1. Amanda Bullough, Associate Professor

Department of Business Administration

**Appendix C: Student Planning Document**

Name:

Program: Expected Grad Date:

Earn 6 credits of academic coursework, maintain a 3.2 overall GPA and a B- or better in all courses applied to this certificate. Details provided below:

0 credits of UNIV 679: Introduction to Community Engaged Scholarship

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3 credits of other graduate-level coursework with a Community Engaged component as approved by the Faculty Review Board

* + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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  + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3 credits of either other graduate-level coursework with a Community Engaged component as approved by the Faculty Review Board or community engaged internships/projects undertaken for credit

* + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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  + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Milestone Requirements**

* Submission of a research paper or creative work of excellent quality which includes extensive theoretical or direct engagement with a specific community, and which could serve as a possible focus for a thesis or dissertation.
* A reflection paper of serious length and quality regarding participation in community-based experience. This paper may be about experience earned through a directly engaged research paper in fulfillment of the above requirement or through an internship/project in direct contact with a community partner. Scholars will submit the reflection paper in their portfolio.
* Upon completion, scholars will submit a portfolio to the Faculty Review Board that may include a record of coursework and milestone requirements, reflection pieces, records of hands-on experience. It must include a final synthesis paper that explains the impact of the Graduate Community Engagement Certificate on the student’s development as an engaged scholar.

**Appendix D: Assessment Logic Model**

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| --- | --- | --- | --- |
| Assessment Questions | Measurement | Who is responsible to assess? | When this occurs? |
| Do GCES create a Portfolio that captures their experience? | Completion of Portfolio | Faculty Review Board | Year of certificate completion |
| Are GCES creative in their representation of their Portfolio ? | 1. Use of multimedia (photography, video, podcasts, etc.) 2. Strong citations 3. Updated personal statement on community engagement 4. Rubric | GCES Advisors  Faculty Review Board | GCES Advisors - Annually  Faculty Review Board - year of certificate completion |
| How well do GCES communicate about surrounding community challenges? | 1. UNIV 679 2. 6 credits community engaged courses or internship 3. 2 milestone requirements (reflection paper and research paper) | 1. Instructors of UNIV 679 2. Instructors of coursework/internship supervisor 3. GCES Advisors and Faculty Review Board | Before certificate completion |
| How well do GCES integrate issues surrounding community challenges into their academic work/research? | 1. Student will submit a research paper or creative work which includes extensive engagement with a specific community partner 2. Student will submit a reflection paper on work with community partner through internship or research | GCES Advisors  Academic Advisor(s)  Faculty Review Board | Before certificate completion |
| How well do GCES foster reciprocity within and across a variety of cultural contexts and spectrums of differences? | 1. Complete community engagement work 2. Student will submit a reflection paper on work with community partner through internship or research | GCES Advisors and Faculty Review Board  Academic Advisor(s)  Community partner/internship supervisor | 1. Over the course of student experience 2. Before certificate completion |
| Do GCES define an identity for themselves and describe their approach to contributing to solutions of previously unsolved problems? | 1. Depth of their personal statement (submitted in application process) on their Portfolio 2. Types of experiences they have had throughout their time at UD and documented in their Portfolio 3. Academic significance of research/creative work | GCES Advisors and Faculty Review Board | Before certificate completion |
| Do GCES have higher GPA than students at their grade level? | Report requested every summer | Institutional Research Office | Annually |
| Do GCES persist and graduate at a higher rate than their peer students? | Report requested after degree completion | Institutional Research Office | Annually |
| What do GCES pursue post graduation? | Survey after degree completion | Career Services Center | Annually  Longitudinally with GCES Advisors and Career Services |

**Appendix E: Community Engagement Evaluation Rubric**

