



# Carnegie Foundation for the Advancement of Teaching

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

## **First-Time Classification Documentation Framework**

*Framework notes: To assist you in preparing your application, this framework includes various notes that provide additional guidance as to the purpose of certain application questions and the type of information that is expected in applicants' responses. This guidance is shown in **blue text** throughout the framework below.*

This Documentation Framework is intended to help you gather information about your institution's commitments and activities regarding community engagement as you complete the 2015 Documentation Reporting Form (i.e., the application). **(The framework is for use as a reference and worksheet only. Please do not submit it as your application.)**

Data provided: The data provided in the application should reflect the most recent academic year. Since campuses will be completing the application in academic year 2013-2014, data should reflect evidence from AY 2012-2013. If this is not the case, please indicate in the Wrap-Up section of the application what year the data is from.

Use of data: The information you provide will be used to determine your institution's community engagement classification. Only those institutions approved for classification will be identified. At the end of the survey, you will have an opportunity to authorize or prohibit the use of this information for other research purposes.

### **Applicant's Contact Information**

Please provide the contact information of the individual submitting this application (for Carnegie Foundation use only):

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### **Community Engagement Definition**

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

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

*Community engagement describes activities that are undertaken with community members. In reciprocal partnerships, there are collaborative community-campus definitions of problems, solutions, and measures of success. Community engagement requires processes in which academics recognize, respect, and value the knowledge, perspectives, and resources of community partners and that are designed to serve a public purpose, building the capacity individuals, groups, and organizations involved to understand and collaboratively address issues of public concern.*

## **I. Foundational Indicators**

### **A. Institutional Identity and Culture**

Required Documentation. Please complete all five (5) questions in this section.

1. Does the institution indicate that community engagement is a priority in its mission statement (or vision)?

No  Yes

Quote the mission or vision (word limit: **500**):

Mission Statement:

“New Mexico State University is the state’s land-grant university, serving the educational needs of New Mexico’s diverse population through comprehensive

programs of education, research, extension education, and public service. “

University Vision:

“New Mexico State University will be a premier university as evidenced by demonstrated and quantifiable excellence in teaching, research, and service relative to its peer institutions.”

2. Does the institution formally recognize community engagement through campus-wide awards and celebrations?

No  Yes

Describe examples of campus-wide awards and celebrations that formally recognize community engagement (word limit: **500**):

NMSU provides several awards throughout the year for a variety of community engagement, public service, and scholarly activities. Individual colleges organize their own methods for recognizing community service and engagement work by their staff. The College of Agriculture, Consumer and Environmental Sciences annually presents the *Charles Tharp Farms Distinguished Service Award*, recognizing faculty service to the institution, clientele, constituents and the community. The College of Arts and Sciences has *Outstanding Faculty Achievement Awards* to reward and recognize those who have demonstrated excellence in Scholarship/Research, Teaching, and Outreach in accordance with NMSU's mission.

NMSU also awards and recognizes faculty, exempt, and non-exempt employees from across campus for service, leadership and making positive, significant differences in the university and community, per NMSU's vision to promote excellence in our campus community.

The NMSU College of Education Service Learning Program annually awards the *U.S. President's Volunteer Service Award*, a national honor recognizing volunteer service. This award is given annually to individual NMSU students who have answered that call to service to make our communities stronger and safer and who have demonstrated exemplary citizenship through volunteering.

The NMSU Alumni Association honors a graduating student from each academic college, a master's student and a doctoral student from the Graduate School and an international student with *Outstanding Graduate Awards*. Recipients demonstrate high academic achievement, as well as a high level of involvement in the community.

The Office of International and Border Programs offers opportunities for students, faculty and the community to be globally engaged through various educational and cultural celebrations. One such celebration is the annual International Festival,

which has been in place for over 15 years

- 3.a. Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community?

No  Yes

Describe the mechanisms for systematic assessment (word limit: **500**):

*The purpose of this question is to determine if the institution regularly checks with community members to assess their attitudes about the institution's activities in and interactions with the community. We are looking for evidence of strategies and/or processes (mechanisms) for hearing community views about the role of the institution in community, including a description of how frequently assessment occurs and who is accountable for managing the process.*

*Responses should describe ongoing data collection mechanisms beyond the use of advisory groups or one-time community events. We expect a classified institution to demonstrate this practice as an historic and ongoing commitment.*

*This question is not focused on data about specific engagement projects, programs or service-learning courses, or an individual's work in community settings. We are looking for a systematic, institutional process for hearing community perspectives.*

The success of NMSU's land-grant mission is dependent not only on the academic experiences of students, but also the social experiences and the comprehensive learning environment created by support systems within the institutional community. Community perceptions of engagement are tracked in a number of ways on campus and the data is aggregated and used across campus and by all units, colleges, departments and programs.

NMSU regularly obtains both formal and informal input from its constituencies through self-study assessments and dynamic interactions with advisory groups from individual colleges and departments as well as co-curricular and cultural programs and the CES. Close contact is also maintained with Las Cruces Public Schools, the City of Las Cruces and Doña Ana County government through NMSU participation in key planning committees and frequent consultations. Evaluations from each assessment and recommendations from advisory boards are analyzed and incorporated.

Each county extension program organizes and employs local advisory boards—found in each of New Mexico's 33 counties—to provide feedback on existing programs and make recommendations for future initiatives to better serve county clientele. A statewide assessment is being conducted between the CES and the NMSU Vice President for Economic Development to gather information to define community economic development needs that will ultimately assist in developing

mutually reciprocal relationships.

In June 2012, NMSU commissioned Research and Polling, Inc. (R&P) to conduct an image survey measuring the perception of NMSU and other post-secondary educational institutions among business and elected leaders in New Mexico. The objective was to determine perceived strengths and weaknesses of NMSU and assess what role business and elected leaders feel NMSU should play to help ensure a strong future for New Mexico. Overall, NMSU ranked second of the six universities with perceived strengths ranked strongly agree or agree for being a valuable resource for the business community, working well as a partner with the state to meet the needs of the people, and being a good steward of state dollars.

NMSU is presently conducting two comprehensive self-studies to support applications for the Carnegie Community Engagement Classification and APLU Innovation and Economic Prosperity Designation. As part of this process, NMSU conducted surveys with internal and external stakeholders to gauge perspectives on NMSU's efforts in community engagement and regional economic development. The results of these surveys will be utilized in implementing NMSU's strategic plan, Vision 2020. One of the major actions underway is to more accurately align strategic goals and outcome assessments with the tenets of community engagement. This will be achieved through the development of external review teams, who will assess university co-curricular programs, and through departmental self-studies to be reviewed over the next 5 years to measure program progress.

Perspectives of community members are directly incorporated through their participation on Advisory Councils established by colleges and Transition Teams established by President Carruthers. These groups are comprised of community leaders, local industry representatives, alumni and faculty who evaluate existing university systems, to identify deficiencies in programs and develop more efficient structures.

3.b. Does the institution aggregate and use all of its assessment data related to community engagement?

No  Yes

Describe how the data is used (word limit: **500**):

*If you are using a systematic mechanism for hearing community attitudes and perceptions, please describe how the institution summarizes and reports the data. We also expect a description of how the information is used to guide institutional actions such as budgeting, strategic priorities, program improvement, and, where applicable, leads to problem solving or resolution of areas of conflict with community. A description of these actions or implications can take the form of lists, cases, anecdotes, narratives, media articles, annual reports, research or funding proposals and other specific illustrations of application of the community perception data.*

At the top level, community perspectives are incorporated in the strategic planning efforts of the university. Community feedback from an externally distributed survey was used to more accurately align strategic goals and outcome assessments with the tenets of community engagement for Vision 2020. A version of Vision 2020 will be circulated to external constituents to solicit feedback before the plan is finalized. One of the outcomes of Vision 2020 will allow for the utilization of metrics for individual performance evaluations and NMSU budgeting.

Vision 2020 will establish a baseline for data collection on strategic goals, objectives and specific key performance indicators. Goal 4, Drive economic, social, educational, and community development, addresses community engagement and the importance of creating economic opportunities for individuals and growth opportunities for enterprises. The strategic plans for each college and/or institutional office will incorporate the overarching goals of Vision 2020 into their plans, providing additional opportunities to assess community engagement.

One example of outcome assessments is with respect to Native American nations. In particular, Vision 2020 states that Colleges and Divisions will consider opportunities to enhance the engagement of the Native American population. NMSU is aggressively pursuing articulation agreements with community colleges as this has significant implications since 83% of Native American first-time freshmen and 65% of Hispanic first-time freshmen enter the system through community colleges. Of those enrolled at a university, 69% of Native Americans and 64% of Hispanics have previously attended a community college.

NMSU's Cooperative Extension Service (CES) regularly gathers feedback from community partners through dialog with county extension directors, Director's Advisory meetings, and monthly CES Administrative Cabinet meetings. Director's Advisory is comprised of elected extension association presidents representing agents and specialists, Faculty Senators, and an Epsilon Sigma Phi representative. The CES Administrative Cabinet is made up of extension department heads including the Northern, Eastern, and Southwest district directors who are directly responsible for county extension programs in the state. These meetings provide a platform for discussion regarding all aspects of feedback from community partners and constituents. The information gathered influences development of programs offered state-wide through CES.

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

Describe the materials that emphasize community engagement (word limit: **500**):  
Community engagement is featured in a variety of university publications, both digital and print. The NMSU home page ([www.nmsu.edu](http://www.nmsu.edu)) prominently displays

Extension and Outreach and Economic Development as primary tabs at the top of the page. The Extension and Outreach link connects with the Cooperative Extension Service home page, which features information on many of the outreach and extension programs NMSU facilitates in communities around the state. The Economic Development link connects to Arrowhead Center, a branch of the university that works with the on and off-campus community on technology commercialization, small business creation and incubation, and entrepreneurship training.

Outreach and service opportunities are cross-referenced throughout the website, and featured on many of the individual college and division websites. NMSU also uses various social media sites including Facebook, Twitter, Pinterest, and LinkedIn accounts, among others. Social media offers NMSU the ability to build a community audience, receive and respond to feedback, as well as meet the information needs of today in an environment that people are receptive to.

Other sites specifically designed to engage the community include: the visitor site, <http://visitors.nmsu.edu/> the alumni publication *Panorama*, and the *NMSU Research Magazine* published throughout the year. CES continues to publish “How to Guides” that can be accessed and downloaded, at no cost, by the community in the form of e-books.

The College of Education provides an online brochure “Transforming Lives” highlighting not only the college’s programs but the impact of other programs on the community and across campus. Examples of programs include:

- The Bridge of Southern New Mexico: Unites business, community leaders, educators and policy makers to increase high school graduation rates and prepare a strong workforce.
- Reading and Literacy Center: Directs the reading and literacy tutoring program for K-8 children.
- BoCES CoG Program: Oversees the Borderlands Center for Educational Studies Closing the Opportunity Gap project. CoG role models/leaders facilitate guided dialogues in K-12 classrooms designed to build a critical understanding and perspective on the achievement gap, as well as barriers and opportunities presented by higher education.
- Bilingual Block Programs (Practica): Professional development program connecting practicum students to schools, teachers, schoolchildren and their families.
- HRSA Graduate Psychology Education Grant: Psychology graduate students work in community- and school-based health centers.
- Kimochi Program: Children gain resilience and boost their socio-emotional development via the provision of social skills curriculum.
- TRiO Upward Bound: This program serves high school students from families that are low income and/or in which neither parent holds a bachelor’s degree.

- New Mexico Leadership Institute: Provides four-year scholarships for exceptional high school students enrolling in one of New Mexico’s universities.
  - ENLACE (Engaging Latino Communities for Education). The initiative seeks educational equity by bringing together various stakeholders to create and support a responsive, accountable and accessible educational system.
  - Service Learning for Educational Distinction: Provides tutoring support for more than 200 children and improves our teacher preparation program.
5. Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?
- No  Yes

Describe ways that the executive leadership explicitly promotes community engagement, e.g., annual addresses, published editorials, campus publications, etc. (word limit: **500**):

The founding purpose of NMSU as a land-grant university is to serve the community in which it is situated. Community engagement is one of the primary goals of the university as stated in the mission statement, and is at the heart of all university endeavors.

The university executive leadership, continuously promotes community engagement, and includes a specific goal in the Vision 2020 plan, Goal 4: Economic Development and Community Engagement. In almost every campus or community event university leadership reinforces the importance of our engagement mission and that “NMSU is a caring community, transforming lives, through discovery.”

President Carruthers frequently discusses the importance of community engagement in his speeches and letters to the campus and community. In his first official correspondence to the campus community he stated *“In addition to their academic pursuits, we should impress upon our students the importance of being an active member of the campus community, participating in activities, clubs and attending sporting events. Studies have shown that the more engaged students are in campus life, the more likely they are to graduate.”*

In his letter to the campus community at the beginning of the Fall 2013 semester—his first academic semester as President—he stated, *“Each day, the NMSU Cooperative Extension Service discovers the needs of the people of New Mexico and works to fulfill them.”* President Carruthers begins nearly every public speech by highlighting that, NMSU is a caring community, committed to transforming lives through discovery throughout the state as part of the university land-grant mission.

The NMSU system consists of four community college campuses, the Las Cruces

main campus, and five campuses across the state. Now in its eighth year, the Spring System Summit provides a vehicle for faculty and staff from all campuses to come together for a day of presentations and discussions. The 2013 Summit consisted of presidential updates, breakout sessions, and round tables. Each gave attendees an opportunity to hear about recent and emerging activities.

## B. Institutional Commitment

Required Documentation. Please complete all twelve (12) questions in this section.

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

No  Yes

Describe the structure, staffing, and purpose of this coordinating infrastructure (word limit: **500**):

*The purpose of this question is to determine the presence of “dedicated infrastructure” for community engagement. The presence of such infrastructure indicates commitment as well as increased potential for effectiveness and sustainability. We expect a description of specific center(s) or office(s) that exist primarily for the purpose of leading/managing/supporting/coordinating community.*

As a land-grant institution, NMSU incorporates dedicated infrastructure for leading, managing, supporting, and coordinating community engagement and outreach. Statewide engagement and service are embedded into NMSU's organizational structure. To serve the needs of a multicultural population through teaching, research and service, NMSU has a presence in each of the state's 33 counties through Cooperative Extension Service (CES), main campus and four community college campuses, a satellite learning center in Albuquerque, the Agricultural Experiment Station (AES) 13 agricultural research science centers and through distance education.

NMSU has undertaken new efforts to identify CES as “extension across the university” by applying intellectual capital and resources to meet the needs of New Mexicans in expanded and increasingly integrated ways.

NMSU's CES is a partnership between federal, state, county, and local community governments; each partner contributes financial support to extension programs. All CES personnel, including county agents and state specialists, are faculty and staff of NMSU. CES staffing includes 314 permanent faculty and staff (106 county agents/educators, 32 state specialists, 176 staff/program assistants) housed in offices in all 33 counties.

More than 11,500 residents serve annually as CES volunteers to help deliver programs. The multiplier effect of this collaborative approach means tremendous

returns (\$18M of in-kind contributions) on a modest public investment. NMSU faculty collaborate with more than 1,000 organizations; receive over \$5M a year from grant proposals; provide training to volunteers; and reach over 600,000 New Mexicans annually.

NMSU is a member of the Council of University Presidents which includes New Mexico's seven public universities to share information focused on student success, economic development, research and public service and to promote the outstanding efforts of university faculty and staff. The Council recognizes that the well-being of the institutions, their faculty, staff and students and the broader public of New Mexico are one and the same.

Service Learning for Educational Distinction (SLED) partners with the community to provide students with educational opportunities in community service through placement in government agencies, educational entities, civic organizations, and advocacy groups. SLED also maintains and develops partnerships between college, student, and community, and assists faculty interested in developing service learning components in their courses.

2.a. Are internal budgetary allocations dedicated to supporting institutional engagement with community?

No  Yes

Describe the source (percentage or dollar amount) of these allocations, whether this source is permanent, and how it is used (word limit: **500**):

*The purpose of all the questions in section B.2. is to assess the level of institutional commitment to community engagement in terms of dedicated financial resources. Please provide the amount or percent of total budget that funds the primary investment and ongoing costs of the infrastructure described in B.1 as well as any other funds dedicated to community engagement, including but not limited to internal incentive grants, faculty fellow awards, teaching assistants for service-learning, and funding for actual engagement projects, programs, and activities. Do not include embedded costs such as faculty salaries for teaching service-learning courses in their standard workload.*

Total university expenditures supporting engagement (public service) were \$18.5 million in FY2013. Public Service expenditures totaled 6.3% of the \$294M unrestricted main campus current fund expenditures. Included in these numbers is \$13.2 million devoted to CES programs. This permanent funding is derived from annual/state appropriations, sales and other sources.

2.b Is external funding dedicated to supporting institutional engagement with community?

No  Yes

Describe specific external funding (word limit: **500**):

*These funding sources may include public and private grants, private gifts, alumnae or institutional development funds, donor support, or state/local government and corporate funds dedicated to community engagement infrastructure and/or program activities.*

For FY 2013, NMSU received over \$43.8 million in external funding supporting engagement classified as Service or Outreach, or 38 % of \$115.2 of the total sponsored agreements for the university.

In all, 123 awards were listed in public service or outreach categories. Several of the sponsored projects include community engagement or outreach components. Examples of programs supported by external funds include:

- Southern Pueblos Beginning Farmers and Ranchers Project for \$654,000 through the USDA and National Institute of Food and Agriculture (Extension Economics Department)
- College Assistance Migrant Program (CAMP) for \$425,000 from the U.S. Department of Education/International Education Program Service (Criminal Justice Department)
- Pathways to Better Health through a New Healthcare Workforce and Community Engagement for \$133,000 from the Joslin Diabetes Center (Extension Home Economics Program Unit)
- New Mexico Border Communities Healthy Marriage and Relationship Project for \$800,000 from the U.S. Department of Health and Human Services/Administration for Children and Families (Family and Consumer Sciences Department)
- i6 Arrowhead Innovation Network for \$1 million from the U.S. Economic Development Administration (Vice President for Economic Development)

2.c. Is fundraising directed to community engagement?

No  Yes

Describe fundraising activities directed to community engagement (word limit: **500**):

*Please describe institutional fund-raising goals and activities, pursued by offices of advancement, development, alumni or institutional foundations that are focused on community engagement. Student fund raising activities in support of community engagement may be included.*

NMSU fundraising is focused on engagement at the institutional level through the NMSU Foundation, Inc., a separately incorporated nonprofit organization developed solely for the benefit of NMSU and staffed by the Office of University Advancement. This office leads annual fundraising efforts for initiatives identified by the university and college-level administration as priorities, to include

externally focused outreach programs, and works with each academic unit to develop a fundraising plan to achieve identified goals.

As one of the largest minority-serving institutions in the nation, NMSU is well-known for its achievements in recruitment and retention of underrepresented students in STEM fields. These efforts are bolstered by a suite of multidisciplinary programs targeting area K-12 students and/or teachers. The majority of these programs receive annual funding from private donors. Programs include:

- **Innoventure:** This program fosters a spirit of entrepreneurship among middle and high school students across New Mexico as they engage in a competition to solve an engineering or science-related challenge. Annual participation: 350 students. Annual budget: \$60,000
- **Memorial Middle School Agricultural Science Center:** Science center staffed by NMSU College of ACES extension faculty that engages youth in inquiry based learning projects. Annual participation: 450 students. Annual budget: \$425,000
- **SEMMA:** Academic enrichment and career awareness in STEM for minority students. Annual Participation: 3,400 students, 150 educators, 1,500 family members and 25 NMSU engineering students and pre-service teachers. Annual budget: \$300,000
- **NM Best:** Exposes middle and high school students to the concepts of engineering and technology through a robotics challenge. Annual attendance: 27 regional middle and high schools. Annual budget: \$95,000
- **PREP:** A residential summer program preparing 6<sup>th</sup> to 11<sup>th</sup> grade students for college level coursework and careers in the STEM fields. Annual participation: 200 students. Annual budget: \$250,000
- **Scientifically Connected Communities:** Provides professional development to 4<sup>th</sup> – 8<sup>th</sup> grade science teachers to enhance pedagogical strategies and scientific inquiry among students. Annual participation: 300 teachers. Annual budget: \$300,000

Independent departments and university programs are encouraged to conduct community service and fundraising projects. In spring 2013, Anne Hubbell, the Communications Department head in the College of Arts and Sciences, assigned a service-learning project to her health communication class at NMSU. For this project she and her students partnered with a local food bank and created a large-scale project, DRIVE HOPE that spurred a massive, multi-layered effort involving groups both on and off campus. The DRIVE HOPE campaign raised \$3,500 and brought in more than 2,500 pounds of food during the 2013 spring semester, yielding 2,000 meals for Casa de Peregrinos, the only emergency food program in Doña Ana County

2.d. Does the institution invest its financial resources in the community for purposes of community engagement and community development?

No  Yes

Describe specific financial investments (word limit: **500**):

*In this question, we are asking specifically about financial investments in community programs, community development, community activities/projects, and related infrastructure, often in the context of community/university partnerships. Examples might be a campus purchasing a van for a community-based organization to facilitate transportation of volunteers; a campus donating or purchasing computers for an after-school program located in a community-based organization; a campus investing a portion of its endowment portfolio in a local community development project, etc.. (Do not include PILOT payments unless they are specifically designated for community engagement and community development).*

NMSU invests financial resources to support programs through Career Services, the Family Resource Center, and Myrna's Children's Village, among others. The Family Resource Center (FRC) is a family centered facility for all university and community college student families. Ongoing family activities provide opportunities for parents and children, along with the FRC staff, to engage in fun, creative and educational activities. Activities promote an understanding of living among diverse families and communities. The programs are designed for parents and children to enhance their relationships as they interact as a family and with others in the community.. The staff works with, supports, and encourages each family's social skills, cultural awareness and sensitivity to others through workshops and activities offered monthly.

Myrna's Children's Village offers early care and education programs for NMSU students, faculty, staff, and community families and children, six weeks to five years of age. Through a variety of program options for infants, toddlers, and preschool children, families have choices to meet the childcare and educational needs of their young children. All of the programs provide high quality care and education of young children as well as providing an environment for university students to learn about appropriate education of young children. Myrna's Children's Village also serves a student training facility and a site for faculty research.

Career fairs sponsored by Career Services and other academic departments offer excellent opportunities for candidates of all academic classifications to network with employers in different career fields. These fairs are open to the public and in addition to providing general information, employers discuss opportunities for internships, cooperative education positions (co-ops), or professional employment. Candidates have the advantage of initiating job searches at a convenient location where many employers will be present. Freshmen through alumni are invited to participate, as well as any member of the community. NMSU students and alumni can create an AggieCAREER Manager account to access specific employers for each fair and community members may login through the

AggieCAREER Manager guest account.

In 2007, four breast cancer survivors with direct connections to NMSU collaborated to create Tough Enough to Wear Pink (TETWP), an NCAA college football game with players, coaches and fans adorn themselves in pink. The purpose of the event was to raise awareness and engage members of the Las Cruces community in educational programs and events intended to promote breast cancer educations and early intervention. Over \$225,000 (cash and in-kind contributions) was presented to the Cowboys for Cancer Research (C4CR) committee during halftime of the first “TETWP” NMSU football game. Since its inception this event has been held annually in October and more than \$2 million has been presented to C4CR and the “NMSU Aggies Are Tough Enough to Wear Pink” campaign has become the largest event of its kind in the world.

3.a. Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community?

No  Yes

Describe systematic campus-wide tracking or documentation mechanisms (word limit: **500**):

*The purpose of the questions in 3 a, b and c is to estimate sustainability of community engagement by looking at the ways the institution monitors and records engagement's multiple forms. Tracking and recording mechanisms are indicators of sustainability in that their existence and use is an indication of institutional value for and attention to community engagement. Keeping systematic records indicates the institution is striving to recognize engagement as well as to reap the potential benefits to the institution. Please use language that indicates an established, systematic approach, not a one-time or occasional or partial recording of community engagement activities. This approach will be demonstrated by means of a description of active and ongoing mechanisms such as a data base, annual surveys, annual activity reports, etc. Do not report the actual data here. Here is where you describe the mechanism or process, the schedule, and the locus of managerial accountability/responsibility. You may also describe the types of information being tracked such as numbers of students in service-learning courses, numbers of courses, identity and numbers of partnerships, numbers and types of community-based research projects, etc.*

NMSU uses several methods to track community engagement. The Office of Institutional Analysis (OIA) serves as the official data source for internal and external audiences. They provide timely and accurate data, information and analyses to support decision-making across the university. OIA is the office of record for official data for research grants, department reviews, and enrollment management; data analysis and research for university decision-making and program evaluation; and peer comparison data and benchmarking. As part of a rotation of national, peer comparable surveys, OIA has administered the National Survey of Student Engagement (NSSE) every three years since 2001. The NSSE contains several questions pertaining to community engagement. The NSSE was

last administered in Spring 2011 and will be administered again in Spring 2014.

The Student Affairs and Enrollment Management (SAEM) Campus Activities department tracks student involvement and leadership activities related to community and civic engagement. This information is captured on student activity transcripts.

NMSU annually prepares and submits requests for appropriations for Research and Public Service Projects (RPSP) in priority ranking. Included in the requests are the program overview, performance measure report, performance monitoring plan, budget, and funding history report. Each funding request is required to have the Regents approval prior to submission. The goals and objectives are prepared in advance every year along with the request and reported back to the legislature to continue to receive funds and/or request additional funds. NMSU is required to submit annual program performance reports on progress made in meeting their target measures related to the goals and objectives as well as timely expenditure of the funds.

NMSU's CES maintains several databases that track and record their outreach and engagement activities throughout the state. CES annually assesses the impact and outcomes of their programs with respect to their departmental and program goals. CES also produces annual Impact Reports reviewing the outreach efforts of the regional divisions and departments of CES extension offices throughout the state.

A critical part of the cultivation process for private donors is the solicitation of input regarding the effectiveness of NMSU's engagement with the community. The results of these conversations are recorded within the Raiser's Edge database. The data is shared with administration in order to better address community engagement and identify and implement new strategies to improve effectiveness.

3.b. If yes, does the institution use the data from those mechanisms?

a.  No  Yes

b. Describe how the institution uses the data from those mechanisms (word limit: **500**):

*For each mechanism or process described in 3.a., we expect descriptions of how the information is being used in specific ways and by whom. Some examples of data use include but are not limited to improvement of service-learning courses or programs, information for marketing or fund raising stories, and/or the reward and recognition of faculty, students or partners.*

The Office of Institutional Analysis provides data on student course enrollments, student success, program participation, and survey responses to departments, colleges and the NMSU administration for assessment of programs and budget

decisions. Such information helps to promote an understanding of the participation and effectiveness of service learning courses and community involvement. Results from the NSSE provide peer comparisons that help the NMSU administration understand the extent of community involvement of NMSU students compared to students at other institutions. NMSU can then identify aspects of the undergraduate experience related to community engagement that can be improved through changes in policies, practices and budget decisions.

NSSE results provide information on the extent of student engagement and areas for improvement in course development. Student Affairs and Enrollment Management (SAEM) Campus Activities department tracks student involvement and leadership activities related to community and civic engagement captured on student transcripts. This information is beneficial to the students for resume development and job search.

RPSP funding supports several outreach and engagement activities. The past year allocated funding to support water resource research, Indian resources development, manufacturing sector development, minority student services, Arrowhead Center for business development, an expansion of the nursing program, mental health nurse practitioner program, and the alliance for the advancement of teaching and learning.

The CES Impact Reports record and assess the activities and outcomes of programs run by CES and their impact on the communities they serve. Local advisory boards for each county extension program—found in each of New Mexico’s 33 counties—provide feedback on existing programs and make recommendations for future initiatives, which are incorporated into their ongoing programs.

Data from donor solicitations is captured in Raiser’s Edge which provides another form of monitoring and recording community engagement. This information is vital to support development and provide a record of distribution of funding. It also allows NMSU to maintain contact with and steward alumni, donors and volunteers.

- 4.a. Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement?

No  Yes

*The purpose of questions 4.a-e. is to assess the sustainability of engagement at your institution by looking at your approaches to estimating impacts of community engagement on varied constituencies (students, faculty, community, and institution). When institutions engage with communities, we expect there will be effects on these constituent groups. These expectations may vary from institution to institution and may be implicit or explicit. Impact may take many forms including benefits or changes that are in keeping with the goals set for engagement. Thus, there is potential for both expected outcomes and unintended*

*consequences, as well as positive and negative impacts.*

*For each constituent group, we are asking for a description of the mechanism for ongoing, regularly conducted impact assessment on an institution-wide level, not specific projects or programs. The response should include frequency of data collection, a general overview of findings, and at least one specific key finding.*

- 4.b. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for **Impact on Students** (word limit: **500**):

*First, describe the assessment mechanism(s) such as interviews, surveys, course evaluations, assessments of learning, etc., schedule for data collection, and the key questions that shaped the design of the mechanism(s). We expect to see campus-wide approaches, robust student samples, data collection over time, and a summary of results. The key finding should illustrate impacts or outcomes on factors such as but not limited to academic learning, student perceptions of community, self-awareness, communication skills, social/civic responsibility, etc. Impact findings should not include reports of growth in the number of students involved or of students' enthusiasm for service-learning.*

In addition to the NSSE, NMSU regularly seeks feedback from alumni and graduating seniors. These surveys are used to assess student-specific programs and services at NMSU, including the Counseling Center, Housing, Residential Life, and the Department of Campus Activities. Additional surveys are regularly conducted of student advisory councils such as Student Together Involving Leadership Experiences, Student Health Center Student Advisory Board, the Department of Campus Activities Student Advisory Board, and the Corbett Center Student Union Advisory Board.

The largest and most general of these surveys is the Graduating Student Survey administered to all graduating students as part of their application for graduation. For 2012-13, over 3,000 students responded to this survey, more than 50% of the graduating class. Nearly 90% of respondents were satisfied to very satisfied with the sense of community they encountered at NMSU. Because graduate students were slightly less satisfied (86%), discussions between the Graduate School and the Graduate Student Council resulted in additional activities to enhance graduate student involvement. The quality of instruction received in the student's major received the highest ratings, and approximately 90% of respondents felt prepared for their professional career or graduate school. Numerous comments were received from students who said they discovered their true passion while attending NMSU, and others mentioned they were excited to be able to "facilitate positive change in their community."

The NSSE provides more questions that pertain to a student's personal growth rather than the university-focus. Over 1,500 freshmen and seniors responded to

the 2011 NSSE. Although NMSU freshmen report active and collaborative learning opportunities at a slightly higher rate than freshmen at our peer institutions, this advantage is less visible for our seniors. This data provided an opportunity for NMSU to review the learning environment and teaching styles practiced in our upper division courses. The NMSU Teaching Academy now offers multiple workshops on active learning. Also, because of the consistency of the NMSU administrations of NSSE, it has been possible to see that NMSU has improved its efforts in the active and collaborative learning from 2004 forward. Unfortunately, fewer students reported participating in community service in 2011 than in 2007 so NMSU has begun numerous efforts that focus on community service.

- 4.c. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for **Impact on Faculty** (word limit: **500**):

*First, describe the mechanism and schedule for data collection from faculty, and the key questions or areas of focus that guided the design of the mechanism. Mechanisms used might include but are not limited to interviews, surveys, faculty activity reports, promotion and tenure portfolios or applications or similar sources. Key findings should describe differences or changes that illustrate impact on faculty actions such as teaching methods, research directions, awareness of social responsibility, etc. Findings should not include reports of growth in the number of faculty participating in community engagement; we are looking for impact on faculty actions in regard to engagement.*

NMSU engages with faculty through a variety of channels. One of the most important of these is the Faculty Senate. With representation from the main campus, the community colleges, and the CES, the Faculty Senate has jurisdiction over academic programs and policies, general education requirements, and other matters relating to the academic policies of NMSU. The Senate chair and vice chair meet with the president and the provost and serve as voting members of a number of NMSU committees such as the Administrative Council, Academic Deans Council, and the Budget Committee on a regular basis. The chair of the Faculty Senate is also an ex officio member of the NMSU Board of Regents. Faculty members also serve on the NMSU Employee Council, the University Research Council, various assessment committees, and numerous other University-wide, college and departmental committees.

The NMSU Teaching Academy serves faculty through training, mentoring, and networking. Programs offered for faculty include short courses, classroom observations, and teaching conferences. Many of these courses specifically target incoming faculty, which has a direct impact on the campus community and eventually ties into the overall community. A sample of courses and workshops for faculty includes the following.

Teaching Scholars systematically discusses course design, including learning objectives, assessment and pedagogy. Topics such as diversity, engaging students, using “clickers,” and time management for teachers are discussed. Peer Coaching:

Teachers Helping Teachers in Classroom or Distance Education in which teachers work in teams to learn how to observe each other's teaching and give specific, concrete suggestions for change. Teammates exchange syllabi, visit each other's classes, and interview each other's students using a time-tested protocol. Teammates meet to share the students' comments as well as their own observations and expertise.

Promotion & Tenure Portfolios: Documenting Your Greatest Accomplishments in Teaching, Scholarship, and Service includes a CV, an executive summary (narrative), and a documentation file (appendices). The portfolio explains why faculty do what you do as a faculty member, how you do it, and how well you do it. The workshop provides daily feedback from peers and a mentor who has successfully navigated promotion and tenure.

The Advancing Leaders Program trains 12 tenured participants annually. This year-long leadership program has trained more than 100 faculty to date. The program provides monthly workshops and a two-day retreat to develop leadership and managerial skills, and to improve personal skills for leadership in teaching, research, service, extension, or administration. Participants build ongoing networking opportunities, connect with a mentor from upper administration, and gain an understanding about the core values and best practices at NMSU.

Engineering education experts, Richard Felder and Rebecca Brent, referred to the NMSU Teaching Academy as the place where "Tara Gray (the director) has created the most extensive and widely attended faculty development program we have seen" (Chemical Engineering Education, Winter 2013, 47(1), p. 25). The Teaching Academy membership program was one of three model programs selected internationally to be featured at an AAC&U summer institute (the national faculty development organization).

- 4.d. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for **Impact on Community** (word limit: **500**):

*First, describe the mechanism and schedule for data collection regarding impact on community, and the key questions or areas of focus that guided the design of the mechanism. Mechanisms may include but are not limited to interviews, surveys, focus groups, community reports and evaluation studies. We realize that this focus can be multidimensional in terms of level of community (local, city, region, country, etc.) and encourage a comprehensive response that reflects and is consistent with your institutional and community goals for engagement. We are looking for measures of change, impact, benefits for communities, not measures of partner satisfaction.*

NMSU uses the Digital Measures Activity Insight data management system to capture, document and aggregate community engagement. The system supports the reporting of key performance indicators (KPIs) identified in the university's Vision 2020 strategic plan supportive of community engagement including: Global

Activities, Business Development, Workforce Development, and Community Engagement. Targets have been set for each of these indicators and progress is evaluated annually. A steering committee has been engaged to guide enhancements to NMSU's implementation of the Digital Measures system. Among the planned enhancements is support for the capture and aggregation of research, creative activity, community engagement, economic development, and globalization activity to enhance performance measurement, collaboration and marketing.

CES incorporates various means of environmental scanning and constituent input in program planning and operations. For example, CES solicits input from the statewide Extension and Research Support Council, which consists of representatives from every area of the state who advocate for Extension on a local, state and national level, and from CES advisory boards in every county in New Mexico. Local advisory boards provide feedback on existing extension programs and make recommendations for future initiatives. A specific example of how these advisory boards' impact communities can be seen from the work of the County Extension Officer working near Grants, NM. During a meeting of the regional Advisory Board it was requested that the Extension Officer work on interview and resume building skills at a half-way house in the region. The Extension Officer then developed a program specifically addressing the requested area of need for that community. Addressing specific needs of the community is the goal of NMSU's CES.

Additionally, NMSU undertakes programs, many times in collaboration with other institutions and agencies, in response to community, regional and statewide needs. These initiatives measure the impact on agriculture, health care and city planning to the needs of border constituencies.

For example, NMSU's Water Resources Research Institute (WRRRI) is a statewide institute serving all of New Mexico's universities and many other institutions in the state. The program addresses the state's water challenges, particularly those due to persistent drought and water scarcity. WRRRI has consistently coordinated statewide research efforts and supported all levels of postsecondary study. In addition to serving as leader in western U.S. water research, WRRRI has provided technical assistance to state policy makers to design water rights laws that set the standard for protecting and managing scarce water resources. Examples of WRRRI-sponsored research that have influenced state policy include:

- Salinity research findings, which influenced legal discussions;
- Multi-partner coordination of the Brackish Groundwater National Desalination Research Facility, which resulted in state-of-the-art desalination projects and demonstration; and
- Pending patent for a low-energy, low-cost desalination system; particularly useful in rural areas.

4.e. If yes, indicate the focus of these systematic campus-wide assessment mechanisms

and describe one key finding for **Impact on the Institution** (word limit: **500**):

*First, describe the mechanism and schedule for data collection regarding impact on the institution and the key questions or areas of focus that guided the design of the mechanism. Mechanisms might include but are not limited to interviews, surveys, activity reports, other institutional reports, strategic plan measures, performance measures, program review, budget reports, self studies, etc. This section is where you may report measurable benefits to the institution such as image, town-gown relations, recognition, retention/recruitment, or other strategic issues identified by your institution as goals of its community engagement agenda and actions.*

NMSU is classified as a Hispanic-serving, Carnegie High Research, land-grant institution. With proximity to an international border, NMSU has opportunities to redefine the traditional instruction, research, and service mission in new ways, capitalizing on the ideas, energy, and collaborative spirit of faculty, staff, and students. Community engagement has become highly prominent in the institution's Vision 2020 strategic plan offering new measures to examine the impact of engagement on students, faculty, staff and the community as part of the reorganized economic development and community engagement goal.

In the process of developing new strategic goals, NMSU recognized the importance of including community engagement and providing performance indicators to measure the impact on the larger community. Each college and organizational unit aligns their strategic plan, goals, objectives and key performance measures with Vision 2020. As a result, data is collected at a minimum annually, and reported to the administration, as well as to the state legislature.

Community feedback and student surveys, such as NSSE, conducted and obtained over the last 5 years have suggested there are areas where the institution could develop more innovative teaching and learning environments. As result of this feedback, new service learning courses and partnerships with community businesses and non-profit organizations were developed by the institution to facilitate directed learning experiences for students.

Throughout the self-study process of this application it has become evident there are still areas in which the university can expand its efforts related to community engagement. This self-study has played a significant role in the reorganization of the strategic goals of Vision 2020, relating to Community Engagement and Economic Development and how the institution will move forward with respect to measures and rewards related faculty, staff and student activities at NMSU.

- 4.f. Does the institution use the data from the assessment mechanisms?  
 No  Yes

Describe how the institution uses the data from the assessment mechanisms (word limit: **500**):

*Using examples and information from responses 4.a-e provide specific illustrations of how the impact data has been used and for what purposes.*

As a Hispanic Serving and Carnegie High Research land-grant university, NMSU conducts arduous assessments and evaluations to improve the research and outreach activities of the institution. Faculty and staff publish in scholarly journals as well as local and state publications and present at numerous conferences and symposia, locally, nationally, and internationally. Faculty are also frequently called upon to present data and findings to state legislators and others to address new or existing policy issues within the state.

Data from the assessment mechanisms collected and reported on in Vision 2020 are used to create new polices or revise existing ones that align more with student learning, workforce preparedness and community needs. In particular, CES uses the data to advance its outreach mission to more directly address specific county and community needs within the state. The new goals and objectives will also be incorporated into individual performance evaluations and promotion and tenure.

Vision 2020 addresses several areas of community engagement, and specifically identifies this as a top level in Goal 4: Economic Development and Community Engagement. This will be accomplished by facilitating community engagement through university-wide extension and outreach, and service. The vice president for economic development along with the CES and deans of all the colleges will develop and implement an extension and outreach, and service plan with a specific indicator of reaching one million contacts annually throughout the state. New strategies for more effectively promoting and recognizing programs, achievements, and innovations will also be developed, implemented and reported

Specific strategies for increasing and measuring community engagement are being developed by each college and will be reported on annually. Some strategies already in place that will be expanded include: supporting service learning and civic engagement, providing K-12 outreach, actively participating in community events, and offering cultural activities, presentations, lectures and symposia to the larger community.

5. Is community engagement defined and planned for in the strategic plans of the institution?

No  Yes

Cite specific excerpts from the institution's strategic plan that demonstrate a clear definition of community engagement and related implementation plans (word limit: **500**):

The Vision 2020 strategic plan identifies specific objectives and strategies to be used

to advance economic development and community engagement. The plan details the specific responsibilities and actions required of university leaders in realizing its goals. These elements include:

- sustaining strategic partnerships with regional, national, and international institutions, governments, laboratories, and industries
- cultivating an engaged pool of commercial partners
- promoting and facilitating consortia such as the Rio Grande Corridor, Collaborative Research and Development Council and Borderplex Alliance
- streamlining the research commercialization process
- engaging students in independent study, internships, conferences, and work experiences
- leveraging and integrating laboratories, research centers, and experiment stations
- guiding opportunities for innovation and entrepreneurship, and supporting through startup and seed funds
- leveraging public-private partnerships
- assessing the alignment of programs with career opportunities to educate an internationally competitive workforce
- devising strategies to more effectively promote and recognize programs, achievements, and innovations
- assessing the diversity and global focus of programs and curriculum
- promoting and supporting international research, collaboration, outreach, study, scholarship, and service
- fostering cross-cultural awareness, collaboration, and communication
- providing a diverse academic environment supportive of a global society

Institutional understanding of the collaboration necessary to achieve engagement across the larger community in support of teaching and learning; scholarship, research and creative activity; raising educational levels and cross-cultural understanding; and contributing to societal responsibility is evident in the Vision 2020 strategic plan.

6. Does the institution provide professional development support for faculty and/or staff who engage with community?

No  Yes

Describe professional development support for faculty and/or staff engaged with community (word limit: **500**):

NMSU has two primary professional development areas that support both faculty and/or staff: the Teaching Academy and The Center for Learning & Professional Development.

The Teaching Academy serves NMSU educators by providing training, mentoring, and networking opportunities such as the Department Head Academy, Advancing

Leaders program, online course development and learning management system tools, writing, tenure track career development and pedagogical workshops. A sampling of courses include Team Based Learning, Writing Across Borders; Diversity Conversations in the Classroom; The Art of Listening; Introduction to the Learning Management System (Canvas): Let's Talk Online Teaching; Effectively Working with and Serving International Students; Promotion and Tenure Portfolios; Scholarly Writing retreats and Team Mentoring for Faculty.

The Center for Learning & Professional Development (CLPD) offers training in administrative systems and processes, employee development, supervisor and leadership development, policies and procedures, institutional compliance, web and social networking workshops, and awards and recognition programs. A sampling of sessions offered include, Communication Breakdown; Customer Service; Transitioning from Employee to Supervisor; Encouraging Excellence in Teamwork; Check it Out! Perceptions, Rumors, and Credibility; Banner HR, Finance, and Student system use; Budget reconciliation; Hiring processes; Cognos reporting tools; Records Management; Employee Performance management; Preventing Harassment; Computer and Data Security; FERPA; Search Committee; Title IX and Americans with Disabilities Act.

Other development opportunities offered to all NMSU employees include hosted outside guest speaker events, tuition reimbursement for NMSU courses attended, the NMSU Doña Ana Community College Workforce Development and Customized training programs, and NM EDGE Extension Services workshops conducted through the community and county extension offices within the state of New Mexico.

7. Does the community have a “voice” or role for input into institutional or departmental planning for community engagement?

No  Yes

Describe how the community’s voice is integrated into institutional or departmental planning for community engagement (word limit: **500**):

*The purpose of this question is to determine the level of reciprocity that exists in the institution’s engagement with community, specifically in terms of planning and decision-making related to engagement actions and priorities. Please provide specific descriptions of community representation and role in institutional planning or similar institutional processes that shape the community engagement agenda. Community voice is illustrated by examples of actual community influence on actions and decisions, not mere advice or attendance at events or meetings. A list or description of standing community advisory groups is insufficient without evidence and illustrations of how the voices of these groups influence institutional actions and decisions.*

As a land-grant institution, service to the community is one of the paramount goals of NMSU. To serve the various stakeholders, the community must have a

voice within the university to drive projects that meet community needs. Community representation in university planning efforts is conducted in a number of ways, the most significant of which is transition teams, open forums, and service on advisory councils.

Shortly after being named president June 2013, Garrey Carruthers created three transition teams composed of faculty, staff and community members to provide an independent assessment of NMSU Athletics, the NMSU Foundation and NMSU's two-year community college system. The teams were asked to identify areas where NMSU could make improvements and the team members presented their findings at public forums held on NMSU's main campus in the Fall of 2014.

Open forums are often held to interact with staff and faculty on important NMSU issues. One such example was during the 2013 NMSU presidential search. An open forum and public reception was scheduled for each presidential candidate. These public forums provided opportunities for campus and community members to offer input and feedback with regard to the candidate selection.

Extensive networks of advisory boards reflect NMSU's commitment to gather input from a wide range of internal and external constituencies. Several colleges and university administrative offices employ advisory boards or councils to assist with program development and strategic planning initiatives. Most notably, these boards can be found in the College of Business, the College of Engineering, and Arrowhead Center.

Additionally the development of partnerships between local businesses, non-profit organizations and NMSU, have resulted in the development of significantly influential community programs. One of the most notable is the Bridge of Southern New Mexico, a local non-profit, supported by several private and public community partners which addresses educational and workforce development needs of the community. Together public and private partners, including NMSU, developed the model for an Early College High School. This Early College High School prepares students for the workforce while students simultaneously earn a high school diploma and associate degree over 4 years. One of the major goals of this program was to increase high school retention and graduation, where this program has had a significant impact.

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

No  Yes

Describe these specific search/recruitment policies or practices (word limit: **500**):

NMSU recognizes the value of all people in creating a university environment focused on learning, research, creative activity, service, and outreach. Academic

personnel are the key to excellence in all of these areas so clarity in procedures and fair processes are critical to the recruitment and selection practices.

To ensure that a search process is fair and equitable to all leading to the recruitment and selection of the best qualified candidate, NMSU has implemented a search committee process for the hiring of faculty and high level staff members. Employees or community members serving on a search committee must adhere to search committee policies, understand the ethical practices, sign a non-disclosure agreement, and attend a search committee orientation.

In the recruitment, selection and hiring process, NMSU looks for candidates who demonstrate a commitment to the university's values of accountability, diversity, respect, public service and responsibility. This is done by following effective hiring practices that support and comply with NMSU policy and procedures in a way that is mindful of climate, culture and diversity and by acknowledging the unique qualities of each individual throughout the hiring process.

Since each opportunity varies, the search for a new faculty member is both unique and structured by policies. NMSU looks for candidates that will meet the needs of our students, university community members, and our varied stakeholders. The goal in the recruitment and selection process is to create a vibrant work environment with a dynamic exchange of ideas and scholarship that prepares our students to enter a global community and be lifelong productive citizens.

9. Are there **institutional level policies** for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?  
 No  Yes

If needed, use this space to describe the context for policies rewarding community engaged scholarly work (word limit: **500**):

*"Faculty scholarly work that uses community-engaged approaches and methods" refers to community engagement as part of teaching, research and creative activity, and/or service; i.e., community engagement as part of faculty roles.*

*Characteristic of community engagement include collaborative, reciprocal partnerships and public purposes.*

*Characteristics of scholarship within research and creative activities include the following: applying the literature and theoretical frameworks in a discipline or disciplines; posing questions; and conducting systematic inquiry that is made public; providing data and results that can be reviewed by the appropriate knowledge community, and can be built upon by others to advance the field.*

*Campuses often use the term community-engaged scholarship (sometimes also referred to as the scholarship of engagement) to refer to inquiry into community engaged teaching and learning or forms of participatory action research with community partners that*

*embodies both the characteristics of community engagement and scholarship.*

Each department at NMSU has a written policy for promotion and tenure which is in accordance with NMSU Policy Manual, Section 5.90.3. See questions 10 through 12 of this application for more information.

10.a. Is community engagement rewarded as one form of **teaching and learning**?

No  Yes

Please cite text from the faculty handbook (or similar policy document) (word limit: **500**):

The NMSU Faculty Senate serves as the voice of NMSU Faculty, playing a critical role in the shared governance of the institution. The Faculty Senate has legislative jurisdiction over policies affecting the university's academic mission, including guidelines for promotion and tenure.

"Promotion and tenure decisions are the means by which NMSU rewards and retains its most valued scholars, sustains excellence in its instructional disciplines, and fulfills its mission to advance knowledge. The quality of faculty accomplishments in teaching and advising (or its equivalent), scholarship and creative activity, extension, outreach and service largely determines the quality of the university as a whole. The granting of tenure or promotion to associate or full professor represents a prediction by the university that the individual concerned will continue to make substantial contributions to the profession and the university." (NMSU Policy Manual, Section 5.90.1.A.)

This policy relies on the four types of scholarship defined by Ernest L. Boyer (1990) in his book "Scholarship Reconsidered," namely, the scholarships of discovery, of teaching, of integration, and of engagement. Broadening the definition of scholarship (See 5.90.4.2 Scholarships and Creative Activity) reflects the changing roles of faculty members in teaching and advising, scholarship and creative activity, extension, outreach and service.

Each candidate is judged against the standards presented in the NMSU Policy Manual and the appropriate college or library policy. Teaching is central to the mission of NMSU and effectiveness in teaching is essential for appointment, advancement, and tenure. Teaching requires skill in stimulating students to think critically and to apply knowledge to human problems; integration of relevant domestic and international information into class content; preparation of students for careers in specific fields of study; and creation and supervision of appropriate field or clinical practice.

Teaching responsibilities may include preparation for and teaching of a variety of courses, seminars, and other academic learning experiences; non-credit workshops and informal instructional activities; course and program development; team or collaborative teaching; web-based instruction, both on and

off campus; supervision of student scholarship and creative activity, performances or productions; service on graduate student program and scholarship and creative activity committees; field supervision and administration of field or clinical experiences; production of course materials, textbooks, web pages and other electronic aids to learning; and others.” (*NMSU Promotion and Tenure Policy*, 5.90.4.1)

10.b. Is community engagement rewarded as one form of **scholarship**?

No  Yes

Please cite text from the faculty handbook (or similar policy document) (word limit: **500**):

Scholarship and creative activity involves discovering and creating, teaching and disseminating, and applying knowledge and skills to worldly concerns. This understanding is grounded in Boyer’s concept of the four scholarships: (1) the scholarship of discovery involves processes, outcomes, and the passionate commitment of the professoriate and others in the university to disciplined inquiry and exploration in the development of knowledge and skills; (2) the scholarship of teaching involves dynamic, reciprocal, and critically reflective processes among teachers and learners at the university and in the community in which their activity and interaction enriches and transforms knowledge and skills, taught and learned; (3) the scholarship of engagement refers to the many and varied ways to responsibly offer and employ knowledge and skills to matters of consequence to the university and the community; and (4) the scholarship of integration is the process by which knowledge and skills are assessed, interpreted, and applied in new and creative ways to produce new, richer, and more comprehensive, insights, understanding, and outcomes. (*NMSU Policy Manual*, Section 5.90.4.2)

Scholarship and creative activity are both activity and product, employing dynamically interacting processes of discovery and creation, teaching and dissemination, engagement and application, and integration, in the pursuit of filling the mission and vision of NMSU. Products developed through these processes are public, open to peer review, and available for use by others. Scholarship and creative activity can take many forms, including but not limited to refereed publications.

10.c. Is community engagement rewarded as one form of **service**?

No  Yes

Please cite text from the faculty handbook (or similar policy document) (word limit: **500**):

“Service is an essential component of the university’s mission and requires that the faculty member contribute to the organization and development of the

university, as well as provide service to any local, state, national, or international agency, organization, or institution needing the faculty member's professional knowledge and skills. The type and amount of service that a faculty member performs should be determined in consultation with the appropriate administrator(s). All relevant activities in which a faculty member participates should receive appropriate consideration for promotion and tenure decisions. Service contributions should be evaluated based on how they are applied and how they draw upon the professional expertise of the faculty member." (NMSU Policy Manual, 5.90.4.4)

11. Are there **college/school and/or department level policies** for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?  
 No  Yes

Which colleges/school and/or departments? List Colleges or Departments: College of Agriculture, Consumer and Environmental Sciences; College of Arts and Sciences; College of Business; College of Education; College of Engineering; College of Health and Social Services; and the NMSU Library. In addition, each department has a written policy for promotion and for tenure in accordance with NMSU Policy 5.90.3 which include criteria and procedures for promotion and for tenure consistent with its college's criteria and procedures. The department's criteria and procedures are determined collaboratively by the faculty and department head subject to approval by the college dean.

What percent of total colleges/school and/or departments at the institution is represented by the list above?: 100%

Please cite three examples of colleges/school and/or department-level policies, taken directly from policy documents, that specifically reward faculty scholarly work using community-engaged approaches and methods (word limit: **500**):

College of Education faculty members are expected to advance through the academic ranks not only through evidence of excellence in academic disciplines, but also evidence of developing professional stature (e.g., university-wide, within the state, nationally, internationally). The type and amount of service that faculty members perform is determined in consultation with their department head and included in allocation of effort statements. Service contributions are evaluated based on how they apply to and draw upon the professional expertise of the faculty member. Some examples of service include: public policy contributions such as expert witness contributions; oral or written testimony for legislative or executive bodies; program or policy analysis for local, state, national, or international governmental agencies; external committee work that is representative of faculty academic interests or expertise; outreach to or partnerships with P-12 schools and community agencies; public and civic

activities including speeches to community groups and organizations; and participation in student-related activities including presentations to student groups and recruitment and retention activities.

College of Engineering faculty members are expected to excel in the areas of teaching, research, and scholarly and creative activities. Faculty are expected to provide service to NMSU and the community at large. Several principal units, centers and institutes within the college have community-engaged approaches directed towards a wide variety of external constituencies including the Manufacturing, Technology and Engineering Center (MTEC), the Pre-Freshman Engineering Program (PREP), the BEST robotics program and the Institute for Energy and the Environment (IEE). Several externally funded programs are focused on K-12 STEM programs in the public schools. Engineering faculty are encouraged to provide support and expertise through these centers, institutes and programs. These activities are an important part of NMSU's role in assisting the citizens of the state of New Mexico to aspire to higher education, specifically engineering. Faculty participation in these activities should be included in the Allocation of Effort Agreement and in their valuation.

Faculty members within the College of Health and Social Services (CHSS) have roles similar to faculty members in all departments at NMSU. Faculty in CHSS combines an academic role with a professional role inherent in a college that provides professional education, research, service, and leadership. Faculty are expected to be visibly active in activities related to their disciplines and serve in positions to maintain accreditation and high professional standards. They also serve in leadership roles that advance their professions. Inherent in the professional role is the concept of maintaining a level of practice-related expertise which is beneficial to the education of students, other professionals, and the larger community.

12. If current policies do not specifically reward community engagement, is there **work in progress** to revise promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?

No  Yes

If yes, describe the current work in progress (word limit: **500**): N/A

*At this point, applicants are urged to review the responses to Foundational Indicators I.A., 1 through 5, and I.B., 1 through 12 and determine whether Community Engagement is "institutionalized"—that is, whether all or most of the Foundational Indicators have been documented with specificity. If so, applicants are encouraged to continue with the application. If not, applicants are encouraged to withdraw from the process and apply in the next round in 2020.*

### **C. Supplemental Documentation**

Please complete all three (3) questions in this section.

1. Is community engagement noted on student transcripts?

No  Yes

Describe how community engagement is noted on student transcripts (word limit: **500**):

NMSU maintains student self-reported co-curricular transcripts called student leadership logs or student involvement logs through the Dean of Students, Department of Campus Activities. The NMSU Student Involvement Log (co-curricular transcript) provides a student record of involvement outside the classroom. The student plans and chooses ways to become involved, be that through student organizations, student government, residence halls, community service, internships, or workshops. When attached to the student academic transcript, the Co-Curricular Transcript presents a total picture of student experiences, abilities and strengths, providing a thoughtful, deliberate structure for planning experiences and skill development. It adds a significant dimension to student interviews, resumes and prospects for jobs and awards.

2. Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus?

No  Yes

Please provide examples (word limit: **500**):

Engineering Without Boundaries (EWB), a local chapter comprised of both NMSU faculty and students, conducts local and international service projects each year. The group holds an annual banquet fundraiser which highlights EWB's work throughout the year. In the spring of 2013, EWB started to help the Mesilla Valley Community of Hope's homeless camp, Camp Hope, develop a site plan to assist their rezoning efforts with the City of Las Cruces. The group also spent a portion of their 2013 summer break in Nicaragua rebuilding a dangerous footbridge.

NMSU also celebrates many diversity events throughout the academic year including Black History Month, International Women's History Month and Latino Week highlighting various events and individuals who have made impacts on women's, Latino and immigrant rights, border policy, militarization, human rights and free trade. Events are open for public attendance and participation.

The INSIGHT Into Diversity 'Higher Education Excellence in Diversity' (HEED) Award, open to all colleges and universities throughout the U.S., measures an institution's level of achievement and intensity of commitment in regard to

broadening diversity and inclusion on campus through initiatives, programs and outreach; student recruitment, retention, and completion; and hiring practices for faculty and staff. As a two-time recipient of the HEED award, NMSU continues to exhibit its commitment to diversity and inclusion through the many initiatives implemented throughout the campus and community.

The HEED award, of which NMSU was a recipient in 2013, was created to recognize the diversity and inclusion efforts of U.S. colleges and universities of all types. Important consideration for this award were initiatives related to gender, race, ethnicity, veterans, people with disabilities and members of the LGBT community. This award recognizes the diligent work of NMSU's students, faculty and staff who tirelessly advocate and work for access, diversity, equity and inclusion at every level of our land-grant university.

3. Is community engagement connected to efforts aimed at student retention and success?  
 No  Yes

Please provide examples (word limit: **500**):

Studies have shown that students benefit from school-based and community-based programs through which citizenship, academic subjects, skills and values are taught and adopted in the community. These programs involve active learning and the experience of performing service work to address issues of importance to the community. Combining community service with classroom instruction unites students, faculty and community members and focuses on critical, reflective thinking as well as personal and civic responsibility.

The STEM Outreach Center is one example of a school-based and community based program. The center hosts a minimum of eight workshops per year per school site designed from surveys from the parents at each school site with help from community partners, Word One Consulting, La Semilla – Farm to School, and People Skills, Inc. The workshops are held in the evenings or on Saturdays to accommodate family schedules and feature topics such as: bullying, positive parenting discipline, scholarship applications, technology, and other topics indicated by the parents.

Studies have shown that students involved in community service activities apply the experience to personal and academic development. Academic course objectives are linked to real community needs designed in cooperation with community partners and service recipients. Students at all levels are engaged in a three-part process, to include: classroom preparation through explanation and analysis of theories and ideas; service activity that emerges from classroom context; and structured reflection tying service experience back to specific learning goals.

Living Learning Communities (LLCs) are groups of students who live together in residence halls based upon common interests and are a way to get connected on campus. Students participating in one of the eleven LLCs at NMSU live in the same area of a residence hall or apartment community and have frequent opportunities to interact with other students, staff, and faculty who share common academic, professional, and, or personal interests. LLC residents also benefit from Faculty Advisors and specially-trained student staff who work together to provide an experience that bridges the gap between students' academic and social lives, increasing their chance for success in college. Data has shown that LLCs increase students' satisfaction at school and thereby increase the chance of them graduating within four years.

## II. Categories of Community Engagement

### A. Curricular Engagement

*Curricular Engagement describes the teaching, learning, and scholarship that 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.*

NOTE: The questions in this section use the term "service learning" to denote academically-based community engaged courses. Your campus may use another term such as community-based learning, academic service learning, public service courses, etc.

There are a total of five (5) questions in this section.

- 1.a. Does the institution have a definition, standard components, and a process for identifying service learning courses?

No  Yes

Discuss how your [institution defines service learning, the standard components for designation, and the process](#) for identifying service learning courses (word limit: 500):

*If your institution formally designates service learning courses, please provide the definition used for service learning, the standard and required components for designation, and the process of application and review/selection for designation.*

Presently there is no system-wide standard component for classifying service learning courses. This is instead categorized through each individual college or department. The process of gathering information and data for the Community

Engagement classification has raised a higher level awareness of the need to standardize service learning across campus, and as such, this has now reached the attention of executive leadership for consideration. NMSU does utilize a numeric system classified as X98 or X99, which indicates a cooperative education component that includes a service learning experience.

NMSU, through Service Learning through Educational Distinction (SLED), defines service learning as “an instructional method that integrates service to the community into academic instruction through reflective thinking about both the academic learning and civic responsibility.” It is a teaching and learning method that connects meaningful community service with academic learning through guided reflection. Areas of focus include: critical thinking and problem solving, values clarification, career exploration, social and personal development, and civic and community responsibility.

The data presented in 1.b through 1.e were collected by reviewing the NMSU course catalog and identifying courses associated with service learning, cooperative education, civic engagement, and community service or engagement. Information collected was then processed through the OIA to obtain actual enrollment in the courses, and faculty and student participation percentages.

- 1.b. If you do have a process for designating service learning courses, how many designated, for-credit service learning courses were offered in the most recent academic year? 145

What percentage of total courses offered at the institution? 4.0%

- 1.c. How many departments are represented by those courses? 38

What percentage of total departments at the institution? 61.3%

- 1.d. How many faculty taught service learning courses in the most recent academic year? 181

What percentage of faculty at the institution? 12.4%

- 1.e. How many students participated in service learning courses in the most recent academic year? 1,701

What percentage of students at the institution? 8.4%

- 1.f. Describe how data provided in 1. b-e above are gathered, by whom, with what frequency, and to what end (word limit: **500**):

Independent departments collect and record data related to service learning courses for their respective college. Each department has their own parameters for the frequency of measurement. Community Engagement and directed learning experiences have become more prevalent in accreditation standards for academic

departments. Therefore, reporting on courses that promote community engagement must be reported on for program standards and university budget allocations.

- 2.a. Are there **institutional (campus-wide)** learning outcomes for students' curricular engagement with community?

No  Yes

Please provide specific examples of institutional (campus-wide) learning outcomes for students' curricular engagement with community (word limit: **500**):

*Please provide specific and well-articulated learning outcomes that are aligned with the institutional goals. Learning outcomes should specify the institutional expectations of graduates in terms of knowledge and understandings, skills, attitudes and values. Those outcomes are often associated with general education, core curriculum, and Capstone experiences.*

All NMSU colleges and departments are in the process of implementing the Vision 2020 strategic plan. Specifically, the College of Arts and Science mission provides the foundational education for every NMSU student and a wide array of degrees preparing student to be knowledgeable and responsible citizens of the world. This will be accomplished through developing new advising and retention policies, creating degree maps for all majors, promoting undergraduate student involvement in research and community engagement, promoting study abroad curricula development, providing supplemental instruction in science, math and writing, supporting peer mentoring programs, and supporting student participation in conferences and competitions. Once baselines are established, assessment and evaluation will lead to better articulated learning outcomes aligned with the local and larger, global community.

The NMSU Financial Aid office provides work-study funding to 13 outside organizations including Boys and Girls Club of Las Cruces, Keep Las Cruces Beautiful, Families and Youth, Inc. Americorps, Institute of History Survey Foundation, La Clinica de Familia, Las Cruces Museum of Natural History, Museum of Nature and Science, Las Cruces Public Schools, Southwest Environmental Center, Dona Ana Health and Human Services, Las Cruces Hispano Chamber of Commerce, and the Branigan Cultural Center. Financial Aid staff provides training and guidance to outside agency staff employing work-study students so that they obtain the knowledge and understanding associate with their general education needs, core curriculum and other directed learning experiences.

SLED provides students with educational opportunities in community service through placement in government agencies, educational entities, civic organizations, and advocacy groups. SLED works closely with faculty to develop hands-on experiences for students as part of their academic instruction. For

example, students in Counseling and Educational Psychology are placed in a classroom in a local school district to mentor/tutor elementary or middle school students after receiving a mandatory orientation and training session provided by the school. This provides a service learning instructional method integrating community service into academic instruction through reflective thinking about both academic learning and civic responsibility. It also provides a teaching and learning method that connects meaningful community service with academic learning through guided reflection.

- 2.b. Are institutional (campus-wide) learning outcomes for students' curricular engagement with community systematically assessed?

No  Yes

Describe the strategy and mechanism assuring systematic assessment of institutional (campus-wide) learning outcomes for students' curricular engagement with community (word limit: **500**):

NMSU has been accredited since 1926 by The Higher Learning Commission and is a member of the North Central Association. The university was accredited in 1954 by the American Association of University Women. The university's teacher preparation program, which involves several colleges and which is directed by the College of Education, was accredited in 1962 by the National Council for the Accreditation of Teacher Education. The Division of Student Services has two accredited departments as well. The Counseling Center is fully accredited by the International Association of Counseling Services (IACS), and the Student Health Center is accredited by the Accreditation Association for Ambulatory Health Care (AAAHC). Various academic departments and programs are accredited separately by independent accreditation agencies. This information may be found in the undergraduate catalog at the beginning of each college chapter.

General Education at NMSU provides all students with a broad foundation and common framework upon which to develop knowledge and skills, social consciousness and respect for self and others, thus enabling them to function responsibly and effectively now and in the future. General education courses at NMSU can be identified by the G suffix. The New Mexico General Education Common Core are designated general education courses guaranteed to transfer to any New Mexico public college or university. A complete list of approved courses can be found on the New Mexico Higher Education Department web site.

NMSU is a military-friendly university and an institutional member of the Servicemembers Opportunity Colleges (SOC) Consortium. NMSU Military and Veterans Programs promotes lifelong learning and professional development for veterans, active-duty military and their families, assisting them in their higher education goals by offering affordable, in-state tuition rates for active-duty military personnel and dependents living at regional military installations;

affordable, in-state tuition rates for veterans receiving U.S. Department of Veterans Affairs education benefits; easily transferable credits that count toward degrees at NMSU GoArmyEd participation; courses taught online and at locations on and near regional military installations; innovative technology and course delivery methods; resulting in a tradition of quality education. GoArmyEd is a national program under the Army Continuing Education System, as such NMSU must agree to the Voluntary Education Partnership Memorandum of Understanding (MOU) to maintain eligibility in order to receive DoD military TA funding.

- 2.c. If yes, describe how the assessment data related to institutional (campus-wide) learning outcomes for students' curricular engagement with community are used (word limit: **500**):

NMSU is committed to providing its students with a quality education and a supportive learning environment. Assessment is a process of rigorous review followed by implementation of changes to enhance and improve the quality of education students receive at NMSU. For assessment to be effective, students must be actively aware of, and engaged in, assessment activities. Faculty and staff at NMSU communicate to students the value and implications of assessment. Students provide feedback on personal, professional and academic development. Students are expected to participate in all types of assessment when asked to do so. Types of assessment activities include class assignments, course projects, exams, exit interviews, standardized tests, surveys, focus groups, etc. Data gathered through these assessments are published in aggregate form and evaluated to improve curriculum and other programs.

- 3.a. Are there **departmental or disciplinary** learning outcomes for students' curricular engagement with community?

No  Yes

Provide specific examples of departmental or disciplinary learning outcomes for students' curricular engagement with community (word limit: **500**):

The Office of Service Learning located in the College of Education Research Center, partners with the community to provide students with educational opportunities in community service through placement in government agencies, educational entities, civic organizations, and advocacy groups. They also fulfill community needs by maintaining and developing partnerships between college, student, and community, as well as providing assistance to faculty who are interested in developing service learning components in their courses.

Located in the College of Education, the Service Learning for Educational Distinction (SLED) program works closely with faculty to develop hands-on experiences for students as part of their academic instruction. In EDLT 368

students are placed in a classroom at a local school district to teach one lesson that has been developed as part of the course requirements with guidance from the course instructor and classroom assistant.

- 3.b. Are departmental or disciplinary learning outcomes for students' curricular engagement with community systematically assessed?  
 No  Yes

Describe the strategy and mechanism assuring systematic assessment of departmental or disciplinary learning outcomes for students' curricular engagement with community (word limit: **500**):

Vision 2020 sets specific goals for community engagement from the university as a whole. The task of assessing learning outcomes of specific colleges and academic departments are then determined by the strategic plans of the colleges and their accreditation standards.

The accrediting body for the college of education has recently placed a focus on including more field-based training in teaching programs. As a result the College of Education has expanded its presence in regional public school in the cities of Las Cruces and Gadsden through guided student internships which places NMSU students in classrooms. This program commences two semesters before they conduct their student teaching, of which they enter with over 500 hours of classroom experience.

- 3.c. If yes, describe how assessment data related to departmental or disciplinary learning outcomes for students' curricular engagement with community are used (word limit: **500**):

The University Outcomes Assessment Council (UOAC) includes representation from a broad variety of NMSU entities and provides collaborative leadership to support a system-wide culture of assessment that promotes and reflects a holistic student learning experience. In FY 2012-13 UOAC addressed issues that relate to the unique and overlapping roles between assessment and institutional analysis, and ongoing institutional-level assessment needs and priorities.

Academic program assessment is considered a summative assessment of student attainment of learning outcomes that are couched in discipline specific venues. Occasional circumstances may call for formative assessment in courses or structures that are not 'capstone' in nature (e.g. assessment may be focused at a particular lower-division course in an effort to strengthen an identified area for growth in student learning; to determine if curricular changes are effective; etc.) The essential nature of program-level assessment is to inform programs about student learning in the discipline. Results are used by the program/department to identify opportunities to increase learning, and can be used to demonstrate a need

for resources. Departments and programs that are professionally accredited also use program assessment to meet accreditation requirements.

Activities in academic program assessment are reported annually to the New Mexico (NM) Higher Education Department (HED), and are reported to the Higher Learning Commission (HLC) as part of our institution's regional accreditation.

All academic programs are engaged in ongoing assessment of student learning. The assessment report provides evidence that the college, the institution, external accreditors, and other multiple and varied constituents are invested in providing optimal learning experiences for the students.

One example of specific tracking is the Committee for the Assessment of Student Learning across the Baccalaureate Experience (CASL-BE). During 2012-2013 the CASL-BE worked to communicate with the campus community about broad, institutional-level assessment of Baccalaureate Experience (BE) learning objectives. The CASL-BE also partnered with students in 2014, sending student teams to meet with many student organizations and staff and collaborating with other CASL-BE members and the Honors College to develop a service-learning research methods course for undergraduate students. Students will complete an assessment of learning across the BE and present their research to the campus community and other interested stakeholders.

4.a. Is community engagement integrated into the following curricular (for-credit) activities? Please select all that apply:

- Student Research
- Student Leadership
- Internships/Co-ops
- Study Abroad

For each category checked above, provide examples (word limit: **500**):

As a land grant university community engagement takes a major role in university curricular activity. The following examples demonstrate some of the many ways NMSU's colleges, departments, and programs integrate community engagement into curricular activities.

**Student Research:** The Graduate Research and Arts Symposium is a public event in which NMSU graduate students showcase their academic research activities. The majority of projects are grounded in community based research. This symposium has been held annually for the last 7 years.

**Student Leadership:** NMSU offers over 60 classes that emphasize student leadership development, many of which have a service or community engagement component. These courses are distributed among every college on campus.

Students who participate in the NMSU student government are also eligible to count their service as an internship through the NMSU Government department and receive a maximum of 12 credit hours toward their degree plan.

Internships and Co-ops: Career Services, as well as every college on campus offer internship and co-op opportunities to NMSU students. Many graduate and undergraduate degree plans include internships and co-ops as requirements for graduation. The university also partners with several local non-profit organizations to provide internship and work-study positions for NMSU students, whose work directly benefits the community.

Study Abroad: The NMSU office of Study Abroad offers Faculty Led International Programs (FLiP) throughout the world. Specifically their programs in Belize includes a component of community engagement, where local Belizean University students are invited to participate, free of charge, in the NMSU FLiP program. The students are provided the opportunity to learn alongside NMSU students and visit different regional areas of Belize. In addition to local student participation NMSU students and staff make a sizable donation of clothing, school supplies and books that are distributed in communities around the country. The NMSU office of Study Abroad also offers several service learning, community service and community development oriented programs through affiliated study abroad companies.

4.b. Has community engagement been integrated with curriculum on an institution-wide level in any of the following structures? Please select all that apply:

- Graduate Studies
- Core Courses
- Capstone (Senior level project)
- First Year Sequence
- General Education
- In the Majors
- In Minors

For each category checked above, provide examples (word limit: **500**):

Graduate Studies: A growing portion of the graduate programs at NMSU encourage students to conduct and participate in community based research projects. The majority of graduate programs offer a final internship or field experience option for completion of the graduate degree. Many degree plans also incorporate community based clinical training and practicum as a requirement of the degree, the Colleges of Education and Health and Social Services have the largest and most consistent requirements.

Core Courses: There are more than 200 courses offered at NMSU which feature practicum, clinical, or directed learning experiences in community settings. Many of these courses are required core courses for specific majors. These courses are found across more than 30 departments and in every College on campus.

Capstone (senior level project): Many capstone courses offered at NMSU incorporate aspects of service and community based projects, for students to apply all the knowledge they have gained through their university education. A notable program comes from the College of Business's Department of Management. This capstone class focuses on small business consulting and allows students to design projects that assist local businesses and develop business plans for aspiring entrepreneurs.

First Year Sequence: The Student Success Center offers a course titled University 150 "The Freshman Experience" which introduces students to university resources and develops Freshman students community and campus experience and personal networks. The classes are taught in collaboration with a student aid, (a Junior or Senior level undergraduate) who assists Freshman in becoming a part of the campus and local community.

General Education: Prior to graduating, NMSU students are required to take two courses from a college or department outside their program of study listed as Viewing a Wider World. These courses strongly emphasize the international character and multicultural influences across varying fields of study. These courses are designed to broaden students' educational experience and some include community projects. Study abroad is also included as an option, which places the focus on students' emersion in foreign communities.

In the Majors: More than 30 departments at NMSU incorporate community or field experience in their program of study. The College of Health and Social Services programs in Nursing and Social Work; the College of Education in nearly every major; and a large portion of programs from the College of Arts and sciences utilize and facilitate community engagement in studies through clinicals, practicum, student teaching, internships, and community bases projects and research

In Minors: There are more than 30 minors at NMSU that offer courses with directed learning experience components conducted in community settings. One of the stand out minor programs is Sustainable Development, an interdisciplinary minor that focuses on ecological, business, social, and technical sustainability. The program requires a minimum of 3 credit hours of field experiences and community based research components.

5. Are there examples of faculty scholarship associated with their curricular engagement achievements (research studies, conference presentations, pedagogy workshops, publications, etc.)?  
 No  Yes

Provide a minimum of five examples of faculty scholarship from as many different

disciplines as possible (word limit: **500**):

*The purpose of this question is to determine the level to which faculty are involved in traditional scholarly activities that they now associate with curricular engagement. Doing so is an indicator of attention to improvement and quality practice as well as an indication that community engagement is seen as a valued scholarly activity within the disciplines. Please provide scholarship examples that your faculty have produced in connection with their service learning or community-based courses. We expect this to include scholarly products on topics such as but not limited to curriculum development, assessment of student learning in the community, action research conducted within a course, etc., that have been disseminated to others through scholarly venues as illustrated in the question.*

1. Anne Hubbell (Communication Studies) and her health communication class, in a large service-learning project, connected with an emergency food program in the community to raise money and collect food for those in the community in need. Dr. Hubbell regularly integrates service learning into curriculum. (2013)
2. Denise Rodriguez (Educational Management and Development) presented "Igniting Passion and Discovering Where the Heart Lies: The Building Blocks of a Successful Service-Learning Community," at the 22nd Annual Community College National Center for Community Engagement. (2013)
3. Mary Prentice (Educational Leadership & Administration) was the keynote speaker at Service Learning Round-Up, held at San Jacinto College South, presenting "Using Service Learning," and has presented at various conferences throughout the nation on integrating Service Learning into curriculum. (2012). Dr. Prentice also has two chapters accepted for publication in 2014, "Community college service-learning programs: The well-traveled path to civic engagement," and "The prism effect in service-learning" (with Robinson, G), in A. Traver & Z. P. Katz (Eds.), *Service-learning at the American community college*.
4. Julie Rice (Sociology): Rice, Julie Steinkopf and Terri Horn. "Teaching Diversity Through Service Learning: An Integrative Praxis Pedagogical Approach." Forthcoming in *Journal on Excellence in College Teaching*; and - Rice, Julie Steinkopf. 2012. "Supporting Entrepreneurs Through Community-Based Assets: A Case Study of Las Cruces, New Mexico." Domenici Fellowship White Paper, Pete V. Domenici Institute for Public Policy, New Mexico State University.
5. Karin Wiburg (Curriculum & Instruction), Barbara Chamberlin (Media Productions), Jeanne Gleason (Media Productions) and their team in NMSU Learning Games Lab developed "Math Snacks." This project included collaboration with students and teachers to identify math gaps of 6<sup>th</sup> – 8<sup>th</sup> grade students in order to target them in animated mini-games.

## 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. 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.). The distinction between these two centers on the concepts of reciprocity and mutual benefit which are explicitly explored and addressed in partnership activities.*

There are a total of five (5) questions in this section. Questions 1 and 2 focus on outreach activities; questions 3-5 focus on partnerships.

1. Indicate which outreach programs are developed for community. Please select all that apply:

- learning centers
- tutoring
- extension programs
- non-credit courses
- evaluation support
- training programs
- professional development centers
- other (please specify)

For each category checked above, provide examples (word limit: **500**):

**Learning centers:** 21st Century Community Learning Centers (CCLC) offer high quality after school programs for over 3,000 students in elementary and middle schools. Programs work to increase interest, engagement in, and understanding of, STEM fields as well as to increase reading skills, parental/family involvement (workshops), promote physical education and obesity prevention, and offer professional development for participating teachers.

**Tutoring:** The Borderlands Center for Educational Studies (BoCES) is a partnership with the Departments of Curriculum and Instruction and Chemistry/Biochemistry at NMSU. BoCES uses educational best practices as the foundation for an intensive tutoring outreach effort for historically underserved middle school students.

**Extension programs:** The New Mexico EDGE (Education Designed to Generate Excellence in the Public Sector) is operated through CES under which the County College, the NM Certified Public Manager® Program, and other continuing education certification programs are administered. EDGE expands specialized training programs beyond county government into the public sector including municipal entities, state agencies and other public-oriented organizations.

**Non-credit courses:** The Center for English Language Programs (CELP) meets the needs of NMSU's international students requiring intensive English. CELP is part of the NMSU Office of International and Border Programs. Intensive English programs (courses taken before being fully admitted to the university) are offered as non-credit courses in a flexible format.

**Evaluation Support:** The Edgar R. Garrett Speech and Hearing Center provides services to Las Cruces and the surrounding area. In addition to the on-campus clinic, NMSU students and faculty provide hearing, speech, and language screenings for the area public schools, Dona Ana County Head Start, local day cares, and Las Cruces Region Special Olympians. The center provides year-round services, in English and Spanish, by appointment.

**Training Programs:** The Center for Public Utilities (CPU) provides training programs and current policy issues conferences for professionals employed at federal and state commissions, utility companies, and other stakeholders in the electricity, natural gas distribution, interstate pipeline, telecommunications and water utility industries. The CPU is endorsed by the National Association of Regulatory Utility Commissioners and is completely self-funded through conference and training program fees and industry sponsorships.

**Professional Development Center:** SC2 (Scientifically Connected Communities) includes over 800 teachers and offers professional development opportunities 2-3 times per month as well as summer institutes. SC2 focuses on public elementary, middle and high schools in New Mexico that primarily serve minorities and students underrepresented in the science fields. SC2 provides professional development for K-12 educators that promotes and supports science standards-based inquiry learning in the classroom.

**Other:** NMSU Cooperative Extension Service's eBooks cover a wide variety of topics and are available at no cost to the public for download on Amazon Kindle, Apple iPad, Barnes & Noble Nook and most other e-reader devices. To date there are 195 Extension eBooks available for download. Many of these publications are promoted through social media such as Face book, Twitter and Pinterest with followers throughout the southwest and across the country and world.

2. Which institutional resources are provided as outreach to the community? Please select all that apply:

- co-curricular student service
- work/study student placements
- cultural offerings
- athletic offerings
- library services

- technology
- faculty consultation

Co-curricular student service: ASNMSU and student organizations provide many opportunities for community service and engagement for students and the community. Service projects are a requirement for the charter of each student organization.

Work/study student placements: Working with community partners, NMSU annually places students in community work/study positions around the city and state. NMSU Financial Aid Office currently partners with 13 local non-profit organizations, placing more than 50 students work/study positions in and around the community.

Cultural offerings: NMSU celebrates local and international diversity by hosting multiple annual cultural events highlighting particular cultural groups on campus. One of the largest events is American Indian week, in which the campus celebrates and showcases Native American culture in a variety of public events held on campus. Justin McHorse, Director of NMSU American Indian Student programs, explains this event both promotes community awareness but also develops a sense of community for American Indian students on campus. This kind of engagement increases retention and graduation rates. NMSU is also host to many theatrical, dance, and musical events and recitals that are open to the public. Theatre facilities are also available to the public to host events.

Athletic offerings: NMSU supports 17 varsity sports teams that compete in public venues throughout the academic year. NMSU sporting events are community events. Additionally NMSU student athletes are committed to community engagement and service activities beyond the sports arena. Annually, NMSU athletes collectively contribute more the 5,000 service hours to New Mexico communities and beyond, including youth sports clinics, community beautifying projects, and work with the Boys & Girls Club in many Southwestern US cities.

Library services: The NMSU library services are available to local residents, Las Curces Public School students, visiting researchers and NMSU alumni. The library hosts exhibitions of local, historical and culturally relevant artifacts that are open for public visitation. The library staff also host public events and house archives and special collects as part of New Mexican history.

Technology: The Learning Games Lab, sponsored by a grant from the NMSU CES program has developed numerous educational games and free public educational website called Math Snacks. This site features free educational games and apps that are utilized in many public school classrooms. NMSU runs a local Public Broadcasting Service, of which broadcasting director Glen Cerny in 2012 introduced the "Fronteras" program featuring border issues. The goal of the NMSU broadcasting stations is to ask what can we do for our community and how can we

become better members of our community.

Faculty consultation: Faculty consultation on community and state-wide public works projects is strongly encouraged and frequently utilized. NMSU economist Dr. Jim Peach frequently works with state government officials on economic impact reports. NMSU's Bridge Evaluation Research center has over 40 years of research and collaboration with industry as well as training engineers state-wide. Additionally NMSU's technology transfer and intellectual property development division, Arrowhead Center, strives to bring university research and expertise together to meet industry and community needs.

3. Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum=15 partnerships). First [download the Partnership Grid template](#) (Excel file), provide descriptions of each partnership in the template, and then upload the completed file here.

*The purpose of this question is to illustrate the institution's depth and breadth of interactive partnerships that demonstrate reciprocity and mutual benefit. Examples should be representative of the range of forms and topical foci of partnerships across a sampling of disciplines and units.*

- 4.a. Do the institution or departments promote attention to the mutuality and reciprocity of the partnerships?  
 No  Yes

Describe the strategies for promoting attention to the mutuality and reciprocity of the partnerships (word limit: **500**):

*The purpose of this question is to determine if the institution is taking specific actions to ensure attention to reciprocity and mutual benefit in partnership activities. Do not provide project examples here. Please describe specific institutional strategies for initiating, sustaining and enhancing interaction within partnerships that promote mutuality and reciprocity in those partnerships. Examples could include the development of principles that inform the development and operation of partnerships, professional development activities, recognition or review protocols, reporting or evaluation strategies, etc.*

NMSU continuously promotes its mutual and reciprocal partnerships at the institutional, college, and departmental level. As the land-grant and space grant university for New Mexico NMSU serves all the citizens of the state through its extension activities and community-based programs, to name a few.

As demonstrated by the Partnership Grid, NMSU has many community partnerships that bring value to each. Each partnership addresses some are of engagement either for education, enhanced diversity, civic leadership, public

scholarship, social well-being, social justice, and public accountability of physical and natural resources. For example, the Bridge of Southern New Mexico was an outcome of a meeting of the minds involving community leaders, NMSU, and the Las Cruces Public School system to address the high school drop out rate. The result was the development of the Early College High School which will result in a 100% graduation rate for 2014.

- 4.b. Are there mechanisms to systematically collect and share feedback and assessment findings regarding partnerships, reciprocity and mutual benefit, both from community partners to the institution and from the institution to the community?

No  Yes

If yes, describe the mechanisms and how the data have been used to improve reciprocity and mutual benefit (word limit: **500**):

All of the partnerships identified on the partnership grid as well as each college and their respective departments have mechanisms for measuring and making subsequent adjustments to programs based on community perceptions and needs. Feedback from the community is gleaned through reciprocal participation of university officials and community members on advisory councils, through open forum discussions, personal communications via e-mail and telephone, conducting surveys, and publishing reports. The data collected through these methods is then assessed by program directors to evaluate strengths and deficiencies and make necessary modifications to programs to address community needs.

Several NMSU programs routinely utilize community feedback to develop annual programs that specifically address community needs. The STEM Outreach Center hosts Family Festivals at public schools throughout the year. The focus of the family festival is to create a dynamic learning experience for the whole family. Research studies have documented that parental involvement contributes to higher grades and test scores, graduation rates, positive attitudes and behavior, attendance, expectations, quality of work, and plans for the future.

At the beginning of each academic year with help from community partners, participants of the Family Festival are surveyed to identify workshops for the upcoming year that will best meet their needs and those of their communities. NMSU's social work department also partners with the Children, Family and Youth Department (CYFD) to meet community needs for child and family welfare and development. CES routinely meets with community advisory councils to assess the effectiveness of county extension programs and ways the university can better serve community needs. Arrowhead Center frequently meets and communicates with external stakeholders regarding the development of projects that may benefit the state. Direct feedback is then utilized to develop programs that address community needs.

These programs as well as many of the other programs listed in the partnership grid are subject to annual and quarterly review. The data collected in these reviews is then utilized to by governing officials to allocate program funding.

5. Are there examples of faculty scholarship associated with their outreach and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.)?  
 No  Yes

Provide a minimum of five examples of faculty scholarship from as many different disciplines as possible (word limit: **500**):

*The purpose of this question is to explore the degree to which outreach and partnership activities have been linked to faculty scholarly activity and outputs that are recognized and valued as scholarship. Please provide examples such as but not limited to research studies of partnerships, documentation of community response to outreach programs, or other evaluations or studies of impacts and outcomes of outreach or partnership activities that have led to scholarly reports, policies, academic and/or professional presentations, publications, etc. Examples should illustrate the breadth of activity across the institution with representation of varied disciplines, and the connection of outreach and partnership activities to scholarship.*

Grace Ann Rosile (Business), Don Pepion (Anthropology), David Boje (Business), and Joe Gladstone (Public Health Administration) published “Comparing Daniels Principles of Business Ethics and Tribal Ethics.” In this paper, Rosile and her co-authors identified “Eight Aspects of Tribal Wisdom for Business Ethics” showing that commonalities do exist between business ethics and tribal wisdom and how Native American tribal values can be applied in today’s business world. Technology has created a “global village” and these ancient ethical perspectives, which come from tribal communities, suddenly seem very relevant again.

Jessica Perea-Houston (Chemical Engineering) was chosen as an International Society for Advancement of Cytometry Scholar based on her research with a National Science Foundation CAREER award in 2012. Cytometry, a laser-based technology, looks closely at the cell organization and structure and is often used in diagnosis of health disorders, such as cancer. Her research is focused on a technique that uses dyes and laser imaging to identify cancer cells and expanded to map cancer spread through the lymph nodes. She is developing a new flow cytometry method to distinguish among the sources of fluorescence in cells and established the Houston Laboratory of Flow Cytometry and Related Biophotonics.

Cynthia Bejarano (Criminal Justice) received another five-year grant from the U.S. Education Agency's Office of Migrant Education in 2012 for the College Assistance Migrant Program (CAMP). The \$2.2 million award assists students who are

migratory or seasonal farmworkers through their first year of college. CAMP continues to build on 10 years of partnerships with 41 NMSU and community agency collaborators in promoting STEM priorities. She is the author of the book "Qué Onda?" Urban Youth Cultures and Border Identity, published by the University of Arizona Press in 2005 and the co-editor of an interdisciplinary anthology with Rosa-Linda Fregoso entitled "Terrorizing Women: A Cartography of Femicide in the Américas" (Duke University Press, June 2010).

Becky Keele (School of Nursing) was awarded funding from the Patient-Centered Outcomes Research Institute (PCORI); one of only 30 proposals approved for funds to develop communities interested in advancing patient-driven health research. Keele's objective is to increase the capacity of Mexican-American families residing in the Colonias of the Southern New Mexico border region to discover healthy eating and physical activity strategies to reduce health disparities related to overweight and obesity issues. Collaborators include Vallabh Shah, PCORI investigator and professor senior fellow at the NM Center for the Advancement of Research, Engagement and Science on Health Disparities and Beatriz Favela, program operations director for NMSU's Southern Area Health Education Center.

John Wright, (Geography), is recognized as an expert on the cultural, historical and environmental geography of New Mexico and the American West. Wright has published five books and more than 140 articles and technical reports in both academic publications and field journals. In 2003, he helped to found New Mexico Land Conservancy, where he served as chair until 2012. During that time, NMLC conserved over 112,000 acres of agricultural land, wildlife habitat and scenic open space across New Mexico.

### **III. Wrap-Up**

1. (Optional) Use this space to elaborate on any short-answer item(s) for which you need more space. Please specify the corresponding section and item number(s). (Word limit: **500**)
2. (Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space. (Word limit: **500**)

In May 2013, towards the end of his second term as Interim President at NMSU, Dr. Manuel Pacheco suggested that in the near future NMSU would need to become a land grant university rather than remain a land grant college of agriculture. Serving as President of the University of Arizona and the University of Missouri, he recognized the challenge that NMSU would face to successfully transform from land-grant college to university. NMSU President Garrey Carruthers, former dean of the college of business vice president for economic development, and former Governor of the state of New Mexico is the first NMSU alumnus to serve as president. His

history is evident in the core values of Vision 2020. At its core, NMSU is about discovery, a place where students can discover themselves and what they do with their lives. The focus is on empowering students to achieve success in the classroom and realize their goals of becoming productive citizens. In order to successfully achieve this vision, NMSU must engage its extended community, spanning geography and expertise, students and faculty, on campus and off. In essence, the university should act like an enterprise, motivated by return on investment of human, physical, and financial resources measured in terms of its impact on dollars, people, and place. An enterprise founded by impact investment: the principles of the Morrill Act of 1862 which created the land-grant mission.

The College of Education, for example, already has invested in the foundation of what is quickly becoming the College of Education Economic Enterprise. Listening to customers, clients, and citizens in communities on campus and off throughout the State, the Enterprise will increase responsiveness to community needs, including local underserved populations which will in turn complement its own academic programs. A partnership with Las Cruces Public Schools, the Enterprise will give high school students access to three or four health related or educational programs that provide services to community members in addition to the opportunity to observe how a service sector business is run and organized. The services offered on site will include those of an Audiology Clinic, a Counseling Clinic and an Assessment Center. Each of these clinics has a direct relationship to academic programs and will allow for expansion of student internships, outreach activities and service learning.

3. (Optional) Please provide any suggestions or comments you may have on the application process for the 2015 Elective Community Engagement Classification. (Word limit: **500**)

Place is an important concept in physics, geometry, and land-grant universities. Place is not campus acreage in a single community. Place for land-grant universities is state boundaries, boundaries perhaps simply defined geographically, but diverse and even nebulous in terms of people and their needs. Community engagement for land-grant universities encompasses all the space in the State including every county, every city, every school district, and every economic development district.

NMSU is as much the State University of New Mexico as it is NMSU, yet our application suggests we are only the latter. At NMSU, we can imagine the challenges faced by University of Missouri – Columbia in 2008 and University of Missouri – St. Louis in 2010 in their Carnegie Community Engagement Classification applications. The difference is not trivial.

NMSU has 22 transfer and articulation agreements with community colleges throughout the state, allowing students to begin taking classes, acclimating to higher education, closer to home. This is important if NMSU is to collaborate with its communities, in mutually beneficial ways that help to prepare educated,

engaged citizens. An analysis of the Education Longitudinal Study (ELS: 2002-06) data shows that 44 percent of low-income students attend community colleges as their first college after high school. Thirty-eight percent of students whose parents did not graduate from college choose community colleges as their first institution. Approximately one-half of Hispanic students, along with 31 percent of African American students start at a community college or less-than-two-year college rather than at a four-year institution.

NMSU, along with others, reaches beyond the State as well. New Mexico is a member of the Western Interstate Commission for Higher Education (WICHE), a 16-state commission working to boost access to higher education for students in the West and, as importantly, to ensure their success. By promoting innovation, cooperation, resource sharing, and sound public policy, WICHE strengthens higher education's contributions to the region's social, economic, and civic life. NMSU is a member of the Western Academic Leadership Forum, one of many WICHE programs and initiatives in which the institution participates. The current chair, Dr. Roberta Derlin, is an administrator and educator from NMSU. The Forum's Annual Meeting in April 2013 was *Mainstreaming Innovation: Competencies, Credentialing, and Completion*, allowing participants the opportunity to affirm commitment to quality in higher education by exploring innovation as a means to achieve bright futures for our students.

**Request for Permission to use Application for Research:**

*In order to better understand the institutionalization of community engagement in higher education, we would like to make the responses in the applications available for research purposes for both the Carnegie Foundation and its Administrative Partner for the Community Engagement Classification, the New England Resource Center for Higher Education, and for other higher education researchers as well.*

*Only applications from campuses that are successful in the classification process will be made available for research purposes. No application information related to campuses that are unsuccessful in the application process will be released.*

Please respond to A or B below:

- A. I consent to having the information provided in the application for the purposes of research. In providing this consent, the identity of my campus will not be disclosed.  
 No  Yes
  
- B. I consent to having the information provided in the application for the purposes of research. In providing this consent, I also agree that the identity of my campus may be revealed.  
 No  Yes