UL Engage Reports

Carnegie Community Engagement Framework

Ireland Pilot Project

University of Limerick Self Assessment:

First-Time Classification

T. Gleeson
B. Quillinan

UNIVERSITY *of* LIMERICK

OLLSCOIL LUIMNIGH

UL Engage

share | enable | grow

Promoting University Community Collaboration

UL Engage Report series:

2017. No. 6   *Pilot of the Carnegie Community Engagement Framework Ireland University of Limerick Self Assessment: First-Time Classification*
T. Gleeson, B. Quillinan

2017. No. 5   *#Youth Engage: Enhancing Civil Society within an International Context*
M. Adshead, M. Jackman, K. Saude

2016, No. 4   *An Evaluation of the 'Limerick Be Heard' election project, February 2016*
D. Forde-Murray

2016, No. 3   *An Evaluation of the Community Wellness, Empowerment, Leadership and Life Skills (CWELL) Programme, January 2014—January 2016*
M. Adshead, C. Dempsey, B. Quillinan

2016, No. 2   *Report of the UL Task Force on Civic Engagement, May 2012*
B. Whelan, B. Quillinan, B. Quilligan, S. Moore, S. Killian, S. Franklin, M. Bucholz, M. Adshead (Chair)

2016, No. 1   *Creating Community Research Partnerships. Field notes from the 'Count Me In' Project, Ennis 2007*
M. Adshead, A. Basogomba, A. Loftus, W. Mongons, E. Ni Shé, D. Toomey

Pilot of the Carnegie Community Engagement Framework Ireland
University of Limerick Self Assessment: First-Time Classification

T. Gleeson

B. Quillinan

ACKNOWLEDGEMENTS

INTRODUCTION

In 2015/16 the University of Limerick (UL) participated in a new project to Pilot the Carnegie Community Engagement Framework in Ireland. This year long Irish study was the first pilot study of the Elective Community Engagement Classification outside of the United States (US) higher education sector. The study was undertaken as part of a continued national process to find appropriate tools to build an evidence---base of Irish higher education institutions' contributions to civic and community engagement that aligns with the national higher education policy context and Campus Engage priorities. (Appendix one)

This pilot project has been made possible by the vision and impressive experience to date of the Carnegie Foundation for the Advancement of Teaching. It is a collaborative project co-funded and jointly led by the Community Knowledge Initiative (CKI) at National University of Ireland Galway (NUIG), the Talloires Network and University of Massachusetts Boston. Campus Engage at the Irish Universities Association (IUA) and the Higher Education Authority (HEA) also supported the project. It is an important project in that it may enable other international sites to learn from the Irish experience of piloting the classification as well as helping Irish institutions to document and gain additional recognition for their engagement activities.

The project was led by Dr. John Saltmarsh, Administrative Partner with the Carnegie Foundation for the Elective Community Engagement Classification and Professor at the University of Massachusetts Boston, and Dr. Elaine Ward, Assistant Professor of Higher Education at Merrimack College US, in partnership with Lorraine McIlrath, NUIG Galway. Twelve Irish institutions participated in the project. (Appendix Two)

The First Time Classification Framework is intended to help institutions gather information about their specific commitments and activities regarding community engagement as they complete the Documentation Reporting Form.

Participating in this pilot allowed Irish Higher Education Institutions (HEIs) to:

1. utilize the Carnegie Community Engagement Classification framework to catalogue and document campus-level engagement work;

2. submit their completed classification framework to the U.S. Carnegie Community Engagement Classification review team and receive detailed external review and feedback with a view to developing individual campus strategies to advance community engagement;

3. contribute to the potential adaptation of the framework for an Irish context;

4. consult with international experts in the area of community engagement assessment and receive support in your individual campus efforts; and,

5. participate in potential publication opportunities.

This report contains UL's response to the Carnegie First Time Self-Assessment of their community engagement for the academic year 2014/15. Information is presented under headings and explanations outlined in the Carnegie Application Form (Appendix Three).

In September 2017, UL received a Certificate of Recognition from the Carnegie Foundation for the Advancement of Teaching and the Swearer Center in recognition of its participation in the Carnegie Community Assessment Framework Ireland Pilot Project, as part of a process of developing an international Community Engagement classification. (Appendix Four)

Carnegie Foundation 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

1. COMMUNITY ENGAGEMENT AS A PRIORITY IN THE UNIVERSITY OF LIMERICK'S MISSION STATEMENT

The University of Limerick's (UL) Strategic Plan, Broadening Horizons 2015-2019, is very much outward facing. It reaches out to communities and employers, to Limerick city and the local region, to our alumni, to external collaborators and to the international scene in a particularly forceful way. (p.7)

The mission of the University of Limerick is to be a distinctive, pioneering and connected university that shapes the future through educating and empowering people to meet the real challenges of tomorrow. Our vision is to be internationally recognised as a distinctively progressive, research-led university that provides an engaging student experience, conducts world-class research renowned for its translational impact and is globally and locally connected in terms of its contribution to economic, social and cultural life. (*Broadening Horizons 2015-2019 p.20*)

The mutual benefits that flow from engaging with our communities have always been central to building institutional character and identity. Under this plan, UL will seek to build upon the "strong and enduring sense of connection to our communities" that the previous strategic plan, Pioneering & Connected, identified as a defining feature of our institution. To contribute more to our communities, we will (i) support Limerick's development plan as articulated in Limerick 2030 – An Economic and Spatial Plan for Limerick (2013); (2; (ii) champion civic engagement by embedding it across our curricula and developing an institution-wide civic engagement strategy; (iii) collaborate with our regional partners; and (iv) widen the diversity of the student population by ensuring that our offerings are equally accessible to all. (*Broadening Horizons p.30*)

UL will be guided by a number of core values in the realisation of its vision. It values:

- Being connected to our communities by promoting their physical, economic, educational, social and cultural well-being.

- Strong ethical practices that emphasise honesty, integrity, diversity, equity and respect for all.

- The natural environment and the promotion of sustainable development, both within and beyond the campus. (*Broadening Horizons p.30*)

Following the establishment of UL Engage, a strong UL Engage Mission and strategic targets – with appropriate performance indicators over a three year period were developed. This mission and strategy will contribute to engagement dimensions of the new strategic plan.

Community engagement is also explicit in the mission/vision statements of all Faculties and key administrative divisions such as the International Office, Student Academic Administration and Access Office.

2. EXAMPLES OF CAMPUS WIDE AWARDS AND CELEBRATIONS THAT FORMALLY RECOGNISE COMMUNITY ENGAGEMENT

AWARDS

President's Volunteer Award (PVA)

Established in 2010 to encourage community engagement between UL students and the wider community, the overall aim of volunteering at UL is to sustain and foster a culture of volunteering, active citizenship and civic engagement amongst the student population. Students can volunteer for 20, 40, or 60 hours per semester and are given the award of Bronze (20), Silver (40), or Gold (60), depending on their level of involvement.

The President's Volunteer Award (PVA) was established to encourage UL students to volunteer in the local community. Its primary goals are to:

- Sustain and foster a culture of volunteering, active citizenship, and civic engagement amongst the student population
- Develop collaborative projects as well as furthering existing initiatives between UL and our communities
- Formally acknowledge and support the contribution that UL student volunteers make to our communities
- Promote the development of civic and leadership skills amongst students.

Outstanding Achievement Award

The President of the University of Limerick also recognises excellence in volunteering through his Outstanding Achievement Award. This award is presented to students who have shown an outstanding commitment to volunteering.

Plassey Award

This award is given to education abroad students and is aimed at international students who attend UL for one semester only. In the case of this award, 12 hours of volunteer work per semester is considered to be a fair reflection of visiting students' limited time for sustained volunteering. While these awards are recorded on the official UL transcript, students do not receive credit for the work. Students are required to complete a reflective portfolio and an hourly log as part of the program.

Cooperative Education Award.

This award recognizes outstanding performance during placement. There is an award for each UL Faculty.

Award for excellence in School Placement.

This award recognizes outstanding performance of education students during placement.

University of Limerick Honorary Doctorates

Annually, University of Limerick honorary doctorates are bestowed on individuals who have shown outstanding achievement, nationally or internationally, in the arts, sciences, business, industry, the professions, sport, social service or public service.

Award for Excellence in Service to Community.

This award is presented to a UL member of staff annually in recognition of excellence in the area of voluntary work within the campus community and beyond.

CELEBRATIONS

Special Olympics Ireland Games

In 2010 and 2014 UL hosted the Special Olympics Ireland Games which were one of the largest and most prestigious sporting events to take place in Ireland. 1,500 Special Olympics athletes from throughout the island of Ireland travelled to Limerick accompanied by 500 coaches and official delegates as well as a contingent of over 3,000 family members. The Games were supported by a team of 3,000 volunteers who were recruited from the Midwest region.

Annually, a UL Campus community day is held on the university grounds. Activities for all ages are free and include sporting activities, guided open bus tours of the university campus, guided flora and fauna walking trails and guided tours of the university's art collections.

3a. MECHANISMS FOR SYSTEMATIC ASSESSMENT OF COMMUNITY PERCEPTIONS OF THE INSTITUTION'S ENGAGEMENT WITH COMMUNITY

UL Engage

The UL Engage website (established in Autumn 2015) and the data content management system that underpins it, acts as the central institutional repository and archive for all UL engaged activities and all reporting of engaged activities in the University of Limerick. All listings conform to a standard informational template which requires details of the community evaluation and/or feedback protocols for the activity. UL Engage, as the central resource and records system, **only** records activities that have an evaluation and/or feedback mechanism in place. The University does not promote profile or record any engaged activity unless there is evidence of assessment of project impact and/or performance in terms of community engagement. As part of the UL Engage structure, a civic engagement advisory group will be established. This group will comprise of members both from the University of Limerick and the external community.

Strategic Partnerships Forum

A Strategic Partnerships Forum has been established to identify, inform and provide feedback on partnerships between industry and University of Limerick's industry-supporting centres and institutes (which currently represent a €130.5 million investment and involve more than 85 industry partners). The knowledge transfer and enterprise strategy will ensure that reviews are conducted annually with our key industry/research partners. *(Broadening Horizons2015-2019)*

Quality Review Process

The Governing Authority, Academic Council and campus community of the University of Limerick are committed to enhancing the quality of the University's academic programmes, teaching, research and service to the community. Through a process of continual improvement, we are committed to maintaining and improving all of the University's activities and processes that address the quality of:

- the total learning environment and experiences of students and staff;
- the services provided both in the University and to industry, commerce and professions;
- Services to the community.

Within a seven-year cycle, each academic and support department undergoes a self-assessment exercise prior to being reviewed by external personnel. In 2016 the Quality Review Process Framework was revised to include a section on relationship management. This section requires the faculty/unit to clearly outline the methods/process of communication with both internal and external stakeholders including details of relationships within UL and with the wider community and professional bodies.

International Education Division (IED)

To establish the exact needs and expectations of our visiting students, the International Education Division conducts two different online biennial surveys with international students: an internal survey and the International Student Barometer survey.

UL Students Affairs Division

The UL Student Affairs Division is committed "to working with its local community including working with industry to promote job creation and economic development; improving the level of interaction between its students and community groups; developing a culture of lifelong learning in our communities; and extending the presence of the University in Limerick city." Feedback from stakeholders to the UL Student Affairs Division "is gathered, both formally and informally, through customer/stakeholder surveys and by other means (e.g. comment boxes, focus groups, informal consultation etc.) as appropriate for individual units. *Student Affairs, Quality Manual 2014, p. 16*

3b. AGGREGATION AND USE OF ASSESSMENT DATA RELATED TO COMMUNITY ENGAGEMENT

UL Engage

UL Engage reports provide an opportunity to formally document and publish community engaged impact evaluation studies. Training for community project impact assessment and associated evaluation and assessment tools and resources are provided by UL Engage. UL Engage training is provided to students, academics and community groups engaged in collaborative projects to develop the capacity of all project stakeholders for effective and responsive reflection. Feedback from the advisory group will inform the development of a strong UL Engage strategic plan.

Strategic Partnerships Forum

This formal mechanism for dialogue will improve the University understanding of the possibilities for mutual benefit and the alignment of its teaching, learning and engaged scholarship activities with industry requirements. (*Draft Mission-based Performance Compact Sept 2013*)

Quality Review Process

The Framework includes evaluation criteria to establish how the University engages in collaborative development and improvement activities with external stakeholders. P.22 UL Quality Review Process for Support Units revised 26/1/2016)

International Education Division

Agreed actions to be taken on foot of survey results are added to the division's Continual Improvements log and followed up in accordance with the continual improvements process (as specified in section 5 of the IED Quality Manual). Survey reports are also circulated to IED staff and to other UL units, such as Student Affairs, Campus Life Services and the Graduate School, for review and comment. Feedback from these sources is discussed and appropriately actioned at manager meetings and the divisional monthly meetings. Feedback is also discussed at the annual review and planning meeting which is held each summer.

In addition, IED collects and records feedback submitted by individuals and appropriate action is taken in response. All forms of feedback outlined above are logged in the Customer Feedback log. This log records positive, constructive, and suggestive feedback so IED can continually note customer input. Trends in the Customer Feedback log are reviewed by the Deputy Director in conjunction with managers and the quality team, as necessary, and appropriate actions are noted in the Continual Improvements log for follow-up.

Two examples of the use of feedback to improve services and increase customer satisfaction involve the UL Buddy Program and the UL International Welcome Week. The changes to both initiatives were made on foot of student feedback. Similarly, the international orientation schedule was changed as a result of feedback from students who found it to be too content-heavy and, in some cases, repetitive; the decision was taken to expand orientation into a seven-day program (i.e., Welcome Week), which means that visiting students can be offered more workshops and sessions on all aspects of living and studying in UL and Ireland. Welcome Week has proven to be very successful; students have more time to settle in and take in all the information in a more measured manner.

UL Students Affairs Division
Feedback is used to improve services provided to, and engagement with, stakeholders of the Division." *Student Affairs, Quality Manual 2014, p.17*

4. INSTITUTIONAL MARKETING MATERIALS THAT EMPHASISE COMMUNITY ENGAGEMENT

UL Links is the University of Limerick magazine produced by the office of Marketing and Communications. It is designed to inform and engage the students, faculty, staff, alumni, benefactors and community stakeholders. UL Links includes feature stories and news on collaborative research projects, engaged learning opportunities, sports and campus developments. The summer edition of UL Links is distributed annually as a supplement with a national newspaper (*The Irish Times*).

The UL Engage website, fully populated, will be launched as a key tab on the University website's home page - indicating the primacy of UL Engage activities: in teaching and learning, in research, in community collaborations, partnerships and projects, engaged events, and volunteering.

Additionally, all **UL promotional brochures and publicity materials** place a strong and central emphasis on engaged activities, e.g. in the core mission of the university, Teaching and Learning with UL Graduate Attributes, the Broadening the Curriculum Initiative, UL Engaged Modules and the UL Practicum; in Engaged Research with the launch of the UL Research office Excellence and Impact strategy, dedicated to evaluating the community impact of UL Research; and in Volunteering with the PVA.

UL **Human Resources newsletter** also publishes articles related to community engagement. For example the HR Newsletter Summer 2013 published an article on the role and relevance of civic engagement to the University of Limerick.

Some individual **departments and faculties** have a section of their website dedicated to civic engagement and also circulate their own publications which emphasise community engagement e.g. Kemmy Business School (KBS), the Graduate Entry Medical School (GEMS), Department of Politics and Public Administration.

Community engagement is also highlighted in a number of **University publications** such as Access Campus Study Club, Learning Hub Limerick, Sports Arena.

5. WAYS IN WHICH THE EXECUTIVE LEADERSHIP OF THE UNIVERSITY PROMOTE COMMUNITY ENGAGEMENT AS A PRIORITY

The promotion of civic engagement is embedded in all major campus publications. Below is a sample of public addresses, published editorials and publications where this is evident.

Annual Addresses

Launch of the Special Volunteer Award (2015): Professor Don Barry said, "It is our aim that the President's Volunteer Award Scheme will play a leading role in inspiring our students to create a sense of active citizenship that will be part of their lives long after their time at the University of Limerick A strong sense of local connection to our communities is a defining feature of the University of Limerick, and we are acutely aware of our responsibility to promote economic, educational, social and cultural development".

President's Foundation Gala Speech (March 2015) "I would like to emphasise that the main mission of our Foundation is to work together for a good greater even than their own ambition. Here in Limerick City, we know better than most how important partnership and collaboration is to the well-being of our community, the quality of life of our most vulnerable citizens…"

Launch of Limerick 2030 – An Economic and Spatial Plan for Limerick (2013): UL President Professor Don Barry said "I am happy to commit the University of Limerick's strong support for the Limerick 2030 Plan which will allow us all to work in partnership to deliver a true renaissance of Limerick. The University continues to work with all public and private bodies and the communities of Limerick and the Mid-West to advance the economic, social and physical development needed to build the new Limerick."

Published editorials/publications

In 2013 a University of Limerick Task Force on Civic Engagement was established by the University of Limerick. The final report made recommendations on the development of a coherent civic engagement strategy for the University of Limerick. An identified goal was to develop an institution-wide strategy to support engaged research and teaching activities. This was subsequently clearly articulated in our 2015-2019 Strategic Plan: Broadening Horizons 2015-2019.

In 2014, President Don Barry signed up to the 10 point National Campus Engage Charter on Civic and Community Engagement. Under the Charter the president underscores his commitment to the civic and community engagement role and responsibilities of the University of Limerick.

In December 2014, the University of Limerick launched a €224 million Capital Development Plan which aims to deliver 12 major infrastructural development projects including a new Clinical Education Research building at University Hospital Limerick and the development of a City Centre Campus including an academic building and student residences.

"We will continue our focus on research with impact in the real world, research that benefits our society and our economy. We have put a special emphasis on Civic Engagement to ensure UL staff and students play an active role across the full spectrum of activities in our city and our county to collaborate with the communities we serve," (Professor Don Barry 2014).

B. INSTITUTIONAL COMMITMENT

1. CAMPUS WIDE CO-ORDINATING STRUCTURE TO SUPPORT AND ADVANCE COMMUNITY ENGAGEMENT

The UL Task Force on Civic Engagement (2013) recommended a more institutionally coherent approach to engagement that linked the core mission of university to engagement. In response, UL Engage was established in September 2015 in accordance with the University of Limerick's Strategic Plan. The aim of UL Engage is to integrate civic engagement into the University's core missions in research, teaching and internationalisation. UL Engage supports university/community collaborations in all shapes and sizes through a variety of new and existing UL programmes and projects. It serves as the hub for civic engagement activities across campus and works with staff in all faculties to amplify, incubate and co-ordinate the various ways that students, faculty and staff can work to make a difference in engaged research, teaching and learning and community partnerships.

3 key staff assignments were made to support this work:

Civic engagement champion: Provide national representation and leadership for UL Engage, lead inter-institutional collaboration, engagement and interaction with communities and progress collaborative curriculum development, pursue funding opportunities, network, liaise with national agencies around the areas of civic engagement. Link UL with communities, networks and projects where engagement can have the greatest impact.

Engaged Scholarship advocate: Lead the development of academic programmes relating to engagement including the UL practicum, draw together research synergies for engaged scholarship

and research, identify research opportunities and work to integrate teaching and research for engagement. Play a lead role in research activity, collaboration, development and dissemination focused on civic engagement. Link teaching and research activities. Play a lead role in enhancing UL's reputation for engaged scholarship. Liaise actively with the research office and with the Centre for Teaching and Learning in developing this role and its related activities.

Senior administrator –play a lead co-ordinating role, managing processes, accounts, engaging in internal university coordination, sharing information and setting up administrative protocols. Play a key communications role: profiling engagement activities, publishing handbooks, flyers, producing promotional material, developing the unit's social media strategy and linking this with that of the whole institution. This role should provide a single point of contact for internal and external engagement.

A work plan with performance indicators has been set out for the next three years. A full evaluation of impact will be undertaken at the end of that period. (2016-18)

In 2009, the UL Student Affairs Division established the Community Liaison Office (CLO) to support and promote strong and meaningful links with our external communities. The CLO civic engagement strategy is directed towards sustaining, promoting and developing; student volunteering, student led volunteering across communities and across UL disciplines and services. "The most important strength of the CLO is the willingness of UL colleagues and students, community groups, organisations and educational partners across the sectors to collaborate on the development and delivery of initiatives that are mutually beneficial to all involved". (CLO)

2a. BUDGETARY ALLOCATIONS DEDICATED TO SUPPORTING INSTITUTIONAL ENGAGEMENT WITH COMMUNITY

The University of Limerick allocates funding annually to support institutional engagement with the community. Budgetary allocation for the academic year 2015 was €3,709,191.66. Primary investment to UL Engage included Unit pay costs €180,233 and UL Engage Unit non-pay costs €40,000. Cost of community events (e.g., UL community day and gatherings) €107,928.00 Learning Hub Limerick - funding support €10,000. Volunteering/Community Liaison Office €86,141, Disability services /access works €345,357, Access Office €463,295.64, Co-operative education €1,329,878.26.

Other internal funds dedicated to civic engagement included:

In 2014, funding was also allocated to assist faculty in the development and roll out of broadening modules. A more detailed breakdown of funding allocation is available on request.

2b. EXTERNAL FUNDING DEDICATED TO SUPPORTING INSTITUTIONAL ENGAGEMENT WITH COMMUNITY

External funding is dedicated annually to supporting institutional engagement with community. In the academic year 2015 a total of €3,923,851.15 was received. Funding sources included public and private grants and state/local government funds. Funds were allocated to activities such as: Supporting Social Inclusion and Regeneration in Limerick €1,057,955. Community Wellness, Empowerment, Leadership and Lifeskills Project (CWELL) €29,376.96, European Social Disadvantaged Access Fund (ESF) €318,869.00, UB Enablement Fund €74,111.20, Young Traveller's Spatial Mobility €7999.84, Irish Life and Literature Summer School €352,811.03, ESF Disabilities Fund €273,274.42,

Careers Project/Continuing Educ. Evening Classes €247,086. Community science Weeks €450.

Externally funded Outreach Programmes - Research & UL Foundation (LERO, SSPC, Innovation Centre – NEXUS) €487,364, Access Campus Study Club €30,634.59. A more detailed breakdown of funding allocation is available on request.

2c. FUNDRAISING ACTIVITIES DIRECTED TO COMMUNITY ENGAGEMENT

The University of Limerick Foundation was established in 1989 to provide, in partnership with UL, national and international leadership and funding for the University's advancement. In its early years, the Foundation set the standard for Irish fundraising and that tradition continues today. With close to $200 million raised to date through its international network, the Foundation is a leading recipient of international philanthropic funding in Ireland. The Foundation constantly strives to strengthen the links that the University has built with its graduate community and the business community on the island of Ireland and beyond. Guided and supported by a board of national and international leaders from business, industry and the arts, the Foundation is proud of the role that it plays in assisting the physical and academic development of the University and in ensuring that the University of Limerick continues to be at the heart of many national initiatives. All proceeds from an annual UL President's Gala Dinner, organized by UL Foundation, support community outreach initiatives.

Student leaders in the **UL Student Union** conduct annual fundraising drives. In 2016, UL Students' Union was commended on the rebranding and re-launching of their Charity Week formerly known as Rag Week. The University of Limerick as well as members of An Garda Síochána, Limerick County Council, and the local Residents' Association participated in a Community Forum supporting the Students' Union in refocusing the emphasis of Charity Week on worthy fundraising activities and working towards ensuring good relations with the local community during the week of activities. The Students' Union has introduced a wide range of new non-alcohol events and sporting competitions to encourage students to support the causes which Charity Week is promoting. The beneficiaries of events included the Limerick Youth Service, Mid-West Simon Community, the Irish Heart Foundation and Make a Wish Ireland.

Staff/student fund raising activities directed to community engagement are undertaken annually in a number of departments across the campus, e.g. Psychology, Clinical Therapies, Business, Psychology, Nursing and Midwifery and Graduate Entry Medical School. Two examples from this academic year: students and staff from the Kemmy Business School took part in the 7th annual Barrington's Hospital Great Limerick Run in a bid to raise much needed funds for Milford Hospice, raising over €18,000; staff and students from the Department of Psychology raised €25,000 to help build a school in Nepal.

2d.   INSTITUTIONAL FINANCIAL INVESTMENT IN THE COMMUNITY FOR PURPOSES OF COMMUNITY ENGAGEMENT AND COMMUNITY DEVELOPMENT

UL's annual pay bill amounts to €100 million, which circulates throughout the region along with a further €25 million that we spend on locally sourced goods and services. Our students spend €80 million per annum locally (excluding tuition fees), of which close to €20 million is contributed by overseas students.   (*Broadening Horizons page 15*)

Limerick 2030 – An Economic and Spatial Plan for Limerick, is a development strategy to guide the economic, social and physical renaissance of Limerick city. The plan identifies seven transformational projects, one of which is defined as a city centre higher education campus. UL will develop a 350-room student residence in the downtown Limerick Opera Centre with Shannon Consortium partners and Limerick City and County Council. Also in the Opera Centre, UL's Fab Lab includes design teaching studios, an exhibition and design activity space, labs and an incubation centre for enterprise and innovation. The inter-professional, community-based health hub will enable staff from the health sciences to deliver health and wellbeing programmes to community groups. UL also works with Limerick City and County Council to improve transport links between the campus and city and engages with local and regional strategies to support graduate employment in key sectors of the economy. In the academic year 2014/15, the University of Limerick allocated a fund of €767,987.00 to the City Smarter Travel project.

3a.   SYSTEMATIC CAMPUS WIDE MECHANISMS FOR TRACKING ENGAGEMENT WITH THE COMMUNITY

UL Engage
Since its establishment in 2015 UL Engage has undertaken a lead role in data collection, tracking and the co-ordination of engagement activities University wide. One of the first goals of UL Engage was to establish UL Engage web application to capture data. This allows the collection of *information on an ongoing basis to collate documentation on partnerships and gather additional assessment data.*

UL Access Campus
UL Access Campus has established a representative community working group for the purpose of identifying formal learning opportunities which can be facilitated through UL. (Access Campus Strategic Plan 2015-19)

Co-operative Education Division

Co-Op faculty members provides ongoing face-to-face meetings and an online survey with employers as an opportunity to provide direct feedback on student performance as well as course content and future skill development.

Volunteering

The Community Liaison Officer collates feedback from students undertaking voluntary opportunities. In 2015 UL led a national collaboration between a number of universities in developing an online tracking application to record student volunteering. This application allows members to track any hours in which they participated in service or civic engagement, record the organisation with which they worked, and reflect on their experience.

Quality Review Process Framework

The UL Quality Review Process Framework includes a section: Principle 7 Relationship Management. This section requires the faculty or unit's communication process to clearly outline the methods of communication with both internal and external stakeholders including details of partnerships and relationships within UL and with the wider community and professional bodies.

Within a seven-year cycle, each academic and support department undergoes a self-assessment exercise prior to being reviewed by external personnel.

Performance and Development Review System (PDRS)

As part of their annual PDRS, faculty/staff record civic engagement activities.

UL support units, faculties and departments

In addition, UL support units, faculties and departments have established their own tracking and documentation mechanisms to record engagement with the community as part of the university wide workload model, e.g. Politics and Public Administration.

3b. INSTITUTIONAL USE OF DATA

UL Engage

The UL Engage database will enable communities and citizens to access university expertise and forge new collaborations. The annual community engagement survey of faculty regarding engagement activities will be used as a benchmark for further surveys to see how community engagement grows in future years. The program analysis will be used to create an online database of community engagement programs that individuals can use to search programs that fit their interests.

UL Access Campus

The information feeds into the identification of community-driven interest areas which can be incorporated into course content thus responding to identified community needs.

Co-operative Education Division

The faculty feedback helps to: identify opportunities and develop key contacts for collaborative initiatives, curriculum design, and industry innovation, provide data-driven qualitative metrics on placements and a measure of enterprise engagement.

Volunteering

The data from the volunteering database is used to maintain more accurate records that can be used for things like recognizing outstanding community engagement or volunteer service hours performed by our students and to determine the different levels for the PVA Award Bronze/Silver/ Gold. Feedback from community organisations is used to identify their needs so they can better support volunteering student placements.

Quality Review Process Framework

The process uses feedback to establish how the University engages in collaborative development and improvement activities with external stakeholders. (P.22 UL Quality Review Process for Support Units revised 26/1/2016). Also listed in first 3a in Foundational Indicators section.

Performance and Development Review System

The data from faculty/staff appraisals is used to not only evaluate an employee's performance, but also to assess how the employee's work is contributing to the mission of the department or unit and to decide how the employee's work plan should be modified for the coming year to meet strategic goals and objectives, including relevant targets for community engagement.

UL support units, faculties and departments

UL support units, faculties and departments use the information for marketing and highlighting the work of community partners in collaboration with their faculty/staff and students.

4a. ASSESSMENT MECHANISMS TO MEASURE THE IMPACT OF INSTITUTIONAL ENGAGEMENT KEY FINDING FOR IMPACT ON STUDENTS

Module satisfaction surveys for all taught modules and also the student evaluation of teaching highlighted the need to examine how UL students and graduates had opportunities to contribute to their communities and organisations, act effectively, creatively and responsibly in a wide range of settings and respond to an extensive variety of challenges. The outcome was the production of an Engaged Learning - Teaching, Learning and Assessment Strategy 2014-18. The Strategy is also informed by the UL Broadening Strategy, the UL Institutional Review and the UL Mission-Based Compact with the Higher Education Authority (HEA).

The Engaged Learning strategy comprises of three streams:

Stream 1: Engagement through *Broadening*

Stream 2: Engagement for *Excellence*

Stream 3: Engagement towards *Employability*

Each stream has specific aims, objectives, targets and timeframes and is supplemented by a detailed implementation plan.

For example, one aim in the engagement through *Broadening* stream is to broaden module offerings to enable students to take multidisciplinary and cross-faculty modules in order to support student engagement. In the last academic year 2015, UL has seen the successful roll out of broadening modules to almost 450 students across various programmes. These modules include BR4021: Our City – Our University, BR4001: Social and Civic Engagement and the UL Practicum broadening module which has been established in all Faculties at both undergraduate and postgraduate level. The UL Practicum provides curriculum based accredited learning that deploys academic expertise in response to identified community needs, in the context of applied community projects, designed and implemented by collaborative teams comprising UL staff, community partners and students.

This strategy builds on the work UL has undertaken to prepare graduates to make a difference in their community. In 2012, UL launched their Graduate Attributes Statement. This document articulates the range of educational priorities that we focus on: educating people for their professional and personal lives, ensuring that our students take responsibility for themselves and learn to be responsible in their communities, delivering a curriculum that embraces the rigours of each discipline but one that also steps beyond disciplinary boundaries so that students learn to interact effectively with people from other backgrounds, cultures and specialisms.

In 2015 a UL Graduate Attributes Self-Assessment tool was devised and implemented as part of the UL Practicum strategy to further develop and assess key attributes required for employability and civic engagement.

To date feedback from students on both the Broadening and Practicum modules has been very positive:

"The Practicum experience has without a doubt positively shaped my time in Ireland. The people I have met and the opportunities I have had because of the Practicum have made me a better student, a better teacher, and above all, a better person".   *Sadie Scibo, Chicago, April 2014*

"If we didn't have the Practicum students working with us I don't think we would have achieved so much on the Mother and Baby, allotment and outdoor activity community projects". *CWELL Community Member*

4b. ASSESSMENT MECHANISMS TO MEASURE THE IMPACT OF INSTITUTIONAL ENGAGEMENT KEY FINDING FOR IMPACT ON FACULTY

UL faculty identified the need for further training and development in the area of engaged scholarship. This resulted in the development of impact and evaluation training for faculty provided by both the research office and UL Engage.

In the Excellence and Impact 2020: Research and Innovation Strategy which was launched by the Research Office, University of Limerick, one of four goals addresses UL's position as the leader in translational research and innovation to make an impact on the economy and society. Collaboration and external engagement are embedded in our approach to research and innovation. We actively encourage multidisciplinary and collaborative research and seek to maximise the impact of our research outputs on society and the economy.

Going forward, a key objective of the Strategy is to ensure that our social, cultural, policy and enterprise stakeholders reap the benefits of our research. This will be achieved through the expansion of the UL Research Impact Programme, through internationalisation, capacity building and leadership in the field of impact studies and metrics. UL will evaluate the economic impact and social engagement of UL research and innovation activity and identify opportunities and mechanisms to enhance impact, embed research impact principles in our research programmes and enhance our focus on strategic partnerships in the renewal of our Knowledge Transfer and Enterprise Strategy.

Through these training initiatives, faculty will have more knowledge and skills in the planning, implementation and evaluation of research impact. The development of faculty research plans includes relevant comprehensive performance indicators. A detailed implementation plan has been developed and performance against targets will be reviewed on an ongoing basis.

The University of Limerick has made significant progress in the area of translational research and research impact. We will continue to deepen and enhance this culture of impact and relevance. We will foster collaborative problem solving to deliver real change for our wide network of stakeholders.

As a result of our expertise and demonstrated leadership in collaborative research we have attracted significant sustained investments to support the establishment of multi-partner, academia/industry collaborative research centres led by UL, including the Synthesis and Solid State Pharmaceutical Centre (SSPC), the Pharmaceutical Manufacturing Technology Centre (PMTC), the Irish Software Research Centre (LERO), the Dairy Processing Technology Centre (DPTC), the Irish Centre for Composites Research (IComp), the Mathematics Applications Consortium for Science and Industry (MACSI) and the National Centre for STEM Education (EPI-STEM).

4c. ASSESSMENT MECHANISMS TO MEASURE THE IMPACT OF INSTITUTIONAL ENGAGEMENT KEY FINDING FOR IMPACT ON THE COMMUNITY

A number of reports local to the Limerick region highlighted the need for community education initiatives in socially disadvantaged areas. These reports include, addressing issues of Social Exclusion in Moyross and other disadvantaged areas of Limerick City (Fitzgerald, 2007), The Social Value of Community-Based Adult Education in Limerick City (LCEN, LCAES and Limerick Regeneration Agency, 2011). Information from these reports highlighted issues such as early school leaving at 55% in socially disadvantaged areas which is five times the Irish national average.

UL recognized the need to improve the level of interaction between our students and community groups, to develop a culture of lifelong learning in our communities and extend the presence of the University in Limerick city. UL's strategic plan; Broadening Horizons (2011-2015) strongly commits to providing equal access and widening participation and this is articulated as an aim in our new strategic plan Strategic Plan - Broadening Horizons 2015-2019,(p.31-33). In response to the need for education initiatives to support disadvantaged communities, the University of Limerick established Access Campus in 2003 to widen the diversity of our undergraduate student population and support the transition of young people from underserved communities through formal stages of education.

Now in its 13th year of existence, the Access Campus offers adult learning opportunities, a school engagement programme to underserved community schools and an after school Study Club. The UL Access Office works in partnership with 14 designated disadvantaged secondary schools based in areas experiencing marginalization and social exclusion co-ordinating a number of programmes for adults and young people between the ages of 12 and 18 years of age and developing access routes for socio-economically disadvantaged students.

The Study Club benefits from the support of over 130 volunteers on an annual basis, mainly drawn from the UL student body. It has been one of the most successful programmes with hundreds of young people from Limerick City and its surrounds attending since it opened 13 years ago. On average, 97% of the Leaving Certificate students who took part in the Study Club went on to progress to higher education. The percentage of Access students vis-à-vis the total number of undergraduate students currently stands at 8.7%. These students receive financial aid and practical supports such as a book loan scheme and free photocopying as well as personal support including advice and guidance and on-going academic supports such as extra tuition, mentoring and links to other University-wide support services such as the Science Learning Centre, the Mathematics Learning Centre, the Computer Learning Centre, Study Skills Modules and the Language Centre.

 "For me, I'd have never made it this far without the confidence boost I got from the great social dynamics on display at Access Campus, as well as the obvious academic improvements I made while I was there. For me, Access played a key part in my development - not only as a student, but as a person." (Andrew Cunneen, UL student and past member of Access Campus study club).

## 4d.	ASSESSMENT MECHANISMS TO MEASURE THE IMPACT OF INSTITUTIONAL ENGAGEMENT KEY FINDING FOR IMPACT ON THE INSTITUTION

In its engagement with business and industry, UL is committed to creating opportunities to obtain industry feedback on current and future skills needs. Specifically, the University is concerned with embedding formal mechanisms for dialogue to improve its understanding of the possibilities for mutual benefit and the alignment of its teaching and learning activities with industry requirements. Employability is attracting increasing attention from industry, government, students and parents. Bringing the world of work into the learning environment is a defining feature of the Limerick student experience and a prime enrolment driver for students. UL's pioneering commitment to employability reflects its view that there is significant confluence between what industry and academics value. In this context, the University has provided leadership in the employability arena nationally and internationally. It occupies a position of considerable strength with respect to graduate work-readiness, and graduate employability is a recurring theme in the student learning journey from first year to alumni.

UL's Cooperative Education programme is a high-profile example of its commitment to the scholarship of engagement as a valid pedagogy. Formal, academically accredited and compulsory and with placements in 25 countries, Cooperative Education is one of the largest such programmes in Europe. It differentiates itself from other HEI placement programmes in its disciplinary spread by securing placements for arts, humanities and social sciences students as well as for those studying

the more obviously vocational sciences, engineering, informatics and business disciplines. The employer base reflects a broad sectoral mix: ICT, Pharmchem, financial services, aerospace, medical technologies, food and education as well as the professions and the public and not-for-profit sectors. (Compact).

In 2015, The University was voted The Sunday Times University of the Year. One of the initiatives acknowledged was the cooperative placement, which was described as an "outstanding experience offered to students many of whom go on to play a critical role in the region around the university and the wider country beyond." The University of Limerick was also awarded top scores in a QS Stars™ report which awarded 5 star ratings across a number of key areas, in particular graduate employability and innovation and knowledge transfer. UL students and graduates have won a range of employability related awards including Graduate of the Year 2014, National Student Challenge 2014 and World Association for Cooperative Education Student Honour Awards 2014. UL's employability strength is reflected in the latest graduate employment statistics which show that 70% of UL graduates going directly into employment as compared with a national graduate employment rate of 21%.

Feedback from service users and external stakeholders is collected annually and at clear timelines throughout the academic year by the Co-operative Education and Careers Division:

"Year-on-year, Kerry Group has looked to the University of Limerick Co-operative Education Programme for high quality placement students as well as top class graduates. The students possess strong academic knowledge, practical skills and great understanding of business environments. Kerry Group highly recommends the University of Limerick to any employers seeking high calibre students". Co-operative employer

4f.   INSTITUTIONAL USE OF DATA FROM ASSESSMENT MECHANISMS

Engaged Learning

In 2015, UL established an online database which allows a university wide tracking system to capture data across all faculties, departments and disciplines within the university. Data from the examples cited in a-e are used by the President's office to evaluate outcomes and target initiatives which respond to the needs of students, community partners, faculty and staff in the area of civic engagement.

Feedback from Practicum workshops is used to identify staff, student and community needs to inform the design of effective practicum projects. Information is also being used to plan and develop other resources and tools that will assist faculty in preparing and teaching engaged courses, build collaborative efforts among the faculty across departments and develop products and services to address community needs.

Research Impact

Our contributions are evident across a wide range of areas, from award winning inventions to curriculum practice interventions and from arts practice methodologies to innovative clinical care initiatives. Our award-winning creative writers, musicians and dancers foster new ways of imagining

the communities to which we are connected, and our language specialists conduct pioneering research into the methodology of teaching other languages. Researchers from all disciplines are encouraged to develop research-impact case studies that demonstrate a clear link between their research and broader economic, social and cultural applications. The institution-wide Research Impact programme focuses on maximising the translational value (within and beyond academia) of both individual and collective research efforts. To date the numbers of academic staff from all faculties attending training programmes continues to increase. The production of research impact case studies is also increasing annually. Feedback informs the faculty, student and community workshops, it is also used to feed directly back into the broadening modules to revise tools and existing resources. In addition, the data are used in marketing and press releases to reinforce the University's role in promoting research impact particularly impact on communities.

Access Office

The Development Board meets on a quarterly basis. The board members are actively involved in working groups and feedback to both the Board and their own designated nominating organisations in relation to activity and progress in Access Campus. The Development Board also provides feedback to the University's Governing Authority through the Access and Student Affairs Support Sub-Committee.

Co-operative Education Division

All feedback collated by the Co-operative Education and Careers Division is reviewed at a) weekly operational meetings and b) monthly management planning meetings for ongoing quality improvement initiatives, to improve each following year's activity and to inform internal reporting activities. The University is also currently completing an institutional employability statement that outlines its distinctive approach to employability. UL will be the first university to develop and publish such a statement. A robust annual industry engagement programme involving over 1,400 on-site visits to employers by UL staff and on-campus visits by employers underpins UL's position as a university of employability.

5. COMMUNITY ENGAGEMENT DEFINED AND PLANNED FOR IN THE UNIVERSITY OF LIMERICK'S STRATEGIC PLAN

UL understands community engagement as, "a mutually beneficial knowledge-based collaboration between the higher education institution with the wider community, through community-campus partnerships including the activities of community based learning, community engaged research, volunteering, community/economic regeneration, capacity-building and access/widening participation." Campus Engage 2014. This definition is cited in UL Engage documentation and web site page.

The title of our new strategic plan, Broadening Horizons, reflects our intention to further raise the level of ambition of our staff and students. This plan is very much outward facing. It reaches out to communities and employers, to Limerick city and the local region, to our alumni, to external collaborators and to the international scene in a particularly engaging way.

Our Broadening Horizons Strategic Plan (2015-19) is set out under three main themes: Theme 1: Building on our Achievements; Theme 2: Accentuating our Distinctiveness; Theme 3: Raising our International Profile. Community engagement cross cuts these three themes. For example in Theme 1, community engagement implementation plans are set out in section 1.2: Our Local and Regional Communities. These include:

> 1.2 OUR LOCAL AND REGIONAL COMMUNITIES
>
> The mutual benefits that flow from engaging with our communities have always been central to building institutional character and identity. Under this plan, UL will seek to build upon the "strong and enduring sense of connection to our communities" that Pioneering & Connected identified as a defining feature of our institution. To contribute more to our communities, we will (i) support Limerick's development plan as articulated in Limerick 2030; (ii) champion civic engagement by embedding it across our curricula and developing an institution-wide civic engagement strategy; (iii) collaborate with our regional partners; and (iv) widen the diversity of the student population by ensuring that our offerings are equally accessible to all. Under each of these areas , identified targets are set out.

6. PROFESSIONAL DEVELOPMENT SUPPORT FOR FACULTY AND/OR STAFF WHO ENGAGE WITH COMMUNITY

Professional development is provided for all staff/faculty, whether or not they are currently involved in engaged activities with communities. UL Engage offers workshops and support for faculty, staff and community partners on an on-going basis. Throughout the academic year, the research office offers Research Impact Lunchtime series, which includes workshops and seminars such as, The Impact of the Social Sciences. This seminar discusses how research in the social sciences has impact on government, business and civil society. It looks at the particular challenges for social science researchers from the impact agenda and especially from some definitions of impact. It also looks at the ways individual academics and research units can build up a picture of their own impact both to understand it better as well as provide evidence for their influence. The session ends with some top tips for how to try and create impact from your research.

The UL Human resources Division also supports staff/faculty development in the area of civic engagement e.g. annually it supports staff/faculty to undertake an off campus Navigator programme. This is anational leadership programme which takes participants outside their typical work environments, giving them a behind-the-scenes view of how organizations, cities and society work and the opportunity to address some of the key issues facing them. Navigator gives participants the chance to put the pieces of society's jigsaw together in a stimulating and dynamic way with the city as the setting but the lessons learned against that backdrop are not exclusive to any one place.

In addition, all academic faculties and departments support faculty professional development including conference attendance and presentations of scholarship and participation in programs that enhance teaching and learning, research, and community engaged contributions. Funding typically includes support for travel and registration and ranges from €1,000-1,500 in many departments**.**

7. INTEGRATION OF THE COMMUNITY'S VOICE INTO INSTITUTIONAL AND DEPARTMENTAL PLANNING FOR COMMUNITY ENGAGEMENT

The community's voice is integrated into institutional and departmental level planning for community engagement in a variety of ways. All Engaged projects must have community collaborators as partners to their project. This principle is operated 'below the level of department' and is intrinsic to all forms of engaged scholarship in UL. Community partners and stakeholders are involved when new or expanded community engagement activities are being conceived and planned. The opportunities for community partners to exercise their voice are myriad and contingent on the projects in which they participate.

Institutionally, community voice is formally reciprocal by UL Engage sitting on Steering Groups / Boards of community projects provided by statutory and voluntary organizations and by community partners comprising half the Advisory Board of UL Engage.

Community voice/role is also explicit in fora established in UL support units and at Department/ Faculty level e.g. ACCESS Campus Advisory Board , Community Wellness, Empowerment, Leadership and Lifeskills Programme (CWELL) Steering Group, PRIME Public and Patient Involvement PPI.

Engaging with the community directly in this manner not only gives a voice to the community, but also results in Projects, modules and programs that are better designed and implemented and that are more impactful in responding to community needs. It also frequently results in joint funding proposals.

8. RECRUITMENT POLICIES AND PRACTICES DESIGNED SPECIFICALLY TO ENCOURAGE THE HIRING OF FACULTY WITH EXPERTISE AND COMMITMENT TO COMMUNITY ENGAGEMENT

Recruitment policies are aligned to academic role profiles which include responsibilities/roles relating to community service. For example a Senior lecturer is expected to give a "sustained contribution and strategic involvement in/on local community & networks/Chambers of Commerce, agency/arts boards/government bodies/local practitioners ".

At faculty/department level, recruitment practices include more specific criteria in the area of community engagement. For example, the Centre for Social Issues Research at the University of Limerick advertised to recruit for a funded PhD studentship to "work on a project in collaboration with Pieta House, a national provider of Support for Sufferers & Families of those affected by suicide and self-harm. The research project will be designed to assess the impact of Pieta House services at community level".

A requirement for a lecturer in the PESS Department and the Physical Activity, Health, Lifestyle and Sport (PAHLS) is "to establish strategic links between the PESS Department and the Physical Activity, Health, Lifestyle and Sport (PAHLS) initiative at the university and the wider community. The mission of PAHLS is to create an environment that breaks new ground in the practice and research of physical activity, health and sporting excellence".

One of the primary duties and responsibilities of the President includes "to enrich the university's contribution to local, regional and national life and society and promote positive social change in all the university's functions"

A Music Generation Limerick City Scholarship provides funding for a three-year full-time PhD at Mary Immaculate College (MIC), University of Limerick. The PhD scholar will study the implementation and delivery of the Music Generation Limerick City (MGLC) programme with a particular focus on music programmes within areas of social regeneration. The study aims to provide valuable insights and understanding into music education within regeneration communities in Limerick City, addressing a knowledge gap in Ireland on research into the role of music in such communities. The findings of the research will inform the policies and practices of music education in regeneration areas within the context of national and international developments.

The Graduate-Entry Medical School (GEMS) advertised for a Senior Lecturer in Primary Healthcare (Public and Patient Involvement). In the essential criteria for the position, "Experience of teaching or researching in the area of public and patient involvement in health e.g., participatory health research, community engagement" is required and sustained contribution and strategic involvement in/on local community & networks/boards/government bodies/local practitioners is expected in the role description.

9. INSTITUTIONAL LEVEL POLICIES FOR FACULTY PROMOTION WHICH SPECIFICALLY REWARD SCHOLARLY WORK THAT USE COMMUNITY ENGAGED APPROACHES AND METHODS

In considering the candidature of applicants for progression across the merit bar, candidates are assessed under each of the following three broad headings: Scholarship and research output; Teaching and curriculum development; Service to the University and the wider community.

UL Tenure processes require a commitment to service which is judged as 20% of the application. This service may comprise any form of engaged scholarship as recorded on the UL Engage website (which requires verified evidence of partnership, outputs and community evaluation and/or impact reports). Applicants are also screened by internal search committees and interview questions are created to bring out evidence of such experiences and culture fit. Campus interviews are conducted and community engagement is positively encouraged and rewarded in annual staff appraisals (PDRS). In addition, service contribution is also included in UL Workload Recognition Models .

10a. TEACHING AND LEARNING REWARDS FOR COMMUNITY ENGAGEMENT

While community engagement is not explicitly identified to be rewarded as one form of teaching and learning, the UL Excellence in Teaching Award acknowledges pedagogies which include those that support community engagement initiatives.

10b. REWARDS FOR COMMUNITY ENGAGEMENT AS A FORM OF SCHOLARSHIP

Currently, scholars are required to produce evidence only of good scholarship - engaged or otherwise. UL Engage promotes best practice engagement for all scholarly activities, but there is no requirement or exhortation that staff must engage. Some staff may not be dispositionally suited to engagement and others may not be disciplinary suited. Engaged scholarship is supported and promoted, but not raised above any other form of scholarship as this would be counter-productive to its spread. Some specific posts may specify engagement as part of their role or expectation, but this is not centrally determined as a matter of policy.

Community engagement is not explicitly identified to be rewarded as one form of scholarship, however the UL Excellence in Research Award acknowledges methods which include those that support community engagement initiatives. Faculty who use community engaged approaches/ methods are often recipients of the Award.

10c. COMMUNITY ENGAGEMENT REWARDED AS ONE FORM OF SERVICE

An Award for Excellence in Service to Community is presented to a UL member of staff annually in recognition of excellence in the area of voluntary work within the campus community and beyond.

11. FACULTY/DEPARTMENT LEVEL POLICIES FOR PROMOTION WHICH SPECIFICALLY REWARD FACULTY SCHOLARLY WORK THAT USES COMMUNITY-ENGAGED APPROACHES AND METHODS

UL management group have expressed interest in more explicitly supporting community engagement in the consideration of promotion and tenure processes. The report produced by the civic engagement task force will be used to facilitate discussions regarding the promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches and methods within University of Limerick. UL Engage in collaboration with the research office and the Centre for teaching and learning will address this issue.

C. SUPPLEMENTAL DOCUMENTATION

1. COMMUNITY ENGAGEMENT NOTED ON STUDENT TRANSCRIPTS

All broadening modules can be undertaken as credited modules. Students who successfully complete a UL Practicum Module have that module designated as accredited learning on their transcript. Co-operative placement is credited on student transcripts. Volunteering in community engagement, while recorded on student transcripts, is not credited. Students transcripts will now assist UL in recognizing students in formal ways based on their time spent in engagement activities. Based on hours served, UL will recognize students in a variety of ways, including: recognition by the awarding of certificates in PVA Awards, and recognition at graduation ceremonies for exemplary service.

2. COMMUNITY ENGAGEMENT CONNECTED WITH DIVERSITY AND INCLUSION WORK FOR STUDENTS AND FACULTY

UL is committed to creating a diverse, inclusive, multicultural campus, actively engaged with wider communities. UL diversity and inclusion programs promote an environment that supports the

exploration of difference and its relevance to the development and growth of individuals on our campus via intentional programming, beneficial partnerships, and active participation.

The Access and Disability Offices at the University of Limerick work in close collaboration with the Admissions Office in the Student Affairs Division to ensure that eligible candidates under the Higher Education Access Route (HEAR) and Disability Access Route to Education (DARE) schemes are admitted to its undergraduate programmes. As part of this process, the University manages a "quota" of places for eligible candidates who may not have achieved the level of points required for admission purposes. UL has played an important part in the development and management of both national schemes with staff members chairing the two Operational Groups and holding membership of the National Strategic Development Group over the life-time of the project.

In 2012, University admission schemes DARE and HEAR were recognized under the Irish Prime Minister's (Taoiseach's) Public Service Excellence Awards. The awards, which seek out improvements and innovative activities from the public sector, recognized the success of the DARE and HEAR schemes in increasing the numbers of students entering Third Level with disabilities or from disadvantaged backgrounds.

As outlined in answer 4d (Institutional commitment), the Access Campus is a unique partnership initiative between the university of Limerick and the local community, creating a mini-campus which supports Limerick people in realising their potential through outreach educational opportunities.

3.   COMMUNITY ENGAGEMENT CONNECTED TO EFFORTS AIMED AT STUDENT RETENTION AND SUCCESS

Not only does UL believe in the intrinsic value of engaged learning and co-curricular engagement activities, but the University is convinced that engaging its students is key to their academic success. UL seeks to realize a model of education that nurtures practical action in the community while fostering a vision of higher education in which critical thinking around citizenship, democracy, and civic engagement is an integral part of the learning experience for all UL students. UL believes that academic learning, civic engagement and student success are complementary pursuits.

First Seven Weeks

The University of Limerick runs a unique support programme dedicated to helping first year students adjust to third level education from orientation week through the first seven weeks of semester. Launched in 2010, the First Seven Weeks programme is designed to provide strong, enhanced and targeted support to students from the start of their university experience. The First 7 Weeks Hub is open 9am to 5pm; 5 days a week during the first seven weeks of the academic year for students to drop in ask questions, get advice and receive support. Specific activities are planned and delivered throughout each of the seven weeks. These activities are designed around a theme which focuses students' attention on various issues that are important for settling in and thriving as a higher education student. Week six focuses on civic engagement and volunteering.

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.**

1a. UL'S DEFINITION, STANDARD COMPENENTS AND PROCESS FOR IDENTIFYING SERVICE LEARNING COURSES

UL differentiates between a traditional University-based module (undertaken through traditional classroom approaches on University Campus where no community engaged component is included), a University Engaged Module (Community engaged component undertaken as part of the module) and a UL Practicum (the UL Practicum provides a full curriculum based accredited learning module that deploys academic expertise in response to identified community needs, in the context of applied community projects, designed and implemented by collaborative teams comprising UL Staff, Community Partners and Students).

Differentiation between the types of modules outlined above is explored under the following headings, duration of community learning experience, community partnership arrangements, role of community partners in the design, implementation assessment and evaluation of the module, module aim and objectives, learning pedagogies, student learning outcomes, student experience, and credit weighting.

UL adopts the position that "Engaged Scholarship" is the global term for a variety of teaching and learning pedagogies, and research approaches and methodologies, in different disciplines, that share a common interest in community involvement in their work. There is no set or standard way to carry out this engagement, but the consensus on best practice is that there are common principles that need to be observed" (Campus Engage, 2016).

To ensure that students are prepared to participate effectively in engaged learning:

The experience must be supervised, with ongoing faculty involvement and strong mentoring support. Students are expected to produce at least one final piece of work on completion of the module—e.g., a reflective journal, research paper, report, essay, exhibit, portfolio, oral presentation, or media presentation, that can be used to assess engaged learning.

The expectations for student learning must be clearly established in the syllabi or otherwise communicated to the student in writing. The student's work must be evaluated and a grade assigned based on actual learning not just hours invested. Faculty members can apply to have their

courses designated as an Engaged module or practicum module. For example, in order to receive designation as a practicum module, the following principles are incorporated-:

- There is an agreed understanding regarding the roles, expectations and outcomes of academic, student and community partners

- Learning objectives that relate the community engaged learning experience to course content are explicit;

- Learning outcomes and assessments focus on applied academic expertise and generic transferable skills

- Reflective practice opportunities for the students to reflect on the engaged activities / project(s) in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility is a core component of the UL Practicum.

UL Engage has the primary responsibility to support credited community engaged learning within the University, which includes the following: professional development workshops for students, staff and community partners, UL Engage web-site providing tools and resources for students, staff and community partners, tools to measure collective impact etc.

98 credited service learning courses were offered throughout 89% of UL's academic departments for the academic year 2015/16 . These represented 2% of total courses offered by UL and were taught by 80 faculty (11% of UL faculty) within 25 departments.

Newly Established UL ENGAGE staff will collect the data on the level of participation by departments (community partners, faculty and students) in engaged scholarship modules/ programmes every semester. At this early stage, exact percentages for answers 1b-1f are difficult to ascertain. The number students participating in service learning courses in the most recent academic year are not available.

The data provided above will be gathered from the UL Engage data base which is currently under development. This will be presented as an annual report requested by Chair of the UL Engage Advisory Board. The aggregated data will also be incorporated as part of the Campus Compact reporting measures to the Higher Education Authority in Ireland.

Furthermore, the information that is gathered is also shared with UL faculty and staff to help progress Community Engaged Research (CER) and Community Based Learning (CBL) activities, for example, by highlighting existing/future opportunities for collaboration.

2a. EXAMPLES OF UL INSTITUTIONAL LEARNING OUTCOMES FOR STUDENTS' CURRICULAR ENGAGEMENT WITH COMMUNITY

This University of Limerick's graduate attributes document represents our collective commitment to creating and sustaining an outstanding and distinctive learning environment for all our students. It articulates the range of educational priorities that we focus on: educating people for their professional and personal lives, ensuring that our students take responsibility for themselves and

learn to be responsible in their communities, delivering a curriculum that embraces the rigors of each discipline but one that also steps beyond disciplinary boundaries so that students learn to interact effectively with people from other backgrounds, cultures and specialisms.

While disciplinary competence and excellence is at the heart of our curriculum, we also share a value system across disciplines that is summarised in the graduate attributes that we aim to engender in all our students. These graduate attributes have been identified after wide consultation with students, teachers, employers, professional bodies and community representatives.

By ensuring a strong, well-designed and dynamically-delivered curricular base and by providing a distinctive pedagogical climate, we aim to ensure that UL graduates are knowledgeable, proactive, creative, responsible, collaborative, and articulate. These are the six key graduate attributes that will continue to guide our institutional policies, our learning environment and our commitment to broadening the curriculum. These attributes explicitly underpin engaged learning modules and courses, for example, practicum Learning outcomes include, ability to -:

- Develop the capacity to apply curriculum-based knowledge in a real-world setting.
- Develop competence to work effectively as a member of a multi-disciplinary team in collaboration with external community stake-holders
- Develop project work and problem solving skills
- Develop competence in conveying ideas clearly and effectively to a range of different stake-holders in different organizational and/or community or cultural settings contexts.
- Explore issues of social responsibility, ethical practice and in sustainable community contexts.
- Develop the capacity to see new opportunities to address commonly identified issues/ problems within the community
- Recognize the capacity of those outside their own area of expertise to deliver their own professional and/or experiential expertise into collaborative project work.

UL co-operative learning outcomes include, ability to-:

- Demonstrate knowledge, skills, and attributes needed to understand diverse local or global contexts;
- Critically evaluate the narratives, values, artifacts, processes, technologies or structures that may create a just and sustainable society;
- Creatively integrate theory and practice from across disciplines or from experiences outside of the classroom to address complex questions).

Learning outcomes which specify the institutional expectations of students graduate attributes are also required in all module/course outlines.

2b. STRATEGY AND MECHANISM FOR ASSURING SYSTEMATIC ASSESSMENT OF UL LEARNING OUTCOMES FOR STUDENTS' CURRICULAR ENGAGEMENT WITH COMMUNITY AND HOW THIS INFORMATION IS UTILISED

Campus-wide learning outcomes for student curricular engagement with community have been formally implemented by faculty across all departments in UL. Learning outcomes for students' curricular engagement with community are assessed through a variety of methods e.g., reflective portfolio, presentation, peer assessment, SETs scores (Student Evaluation of Teaching).

In addition, UL ENGAGE has developed a single assessment tool that assesses learning outcomes for the UL Practicum. This is a self-assessment tool in which the student focuses on the attainment of learning outcomes which specifically relate to graduate attribute development. UL Engage has made this tool available to all faculty through the Staff workshops.

Information from student self-assessment on specific learning outcomes, relating to graduate attributes for civic engagement (outlined in answer 2a), undertaken at the beginning of a practicum placement is used to inform the faculty advisor/community partner so that they can further facilitate opportunities/activities to enable the student to achieve their identified learning outcomes and to enable them to develop competencies to engage more effectively with community partners/organizations. 50% of the student assessment, related to institutional learning outcomes for students' curricular engagement with community, contributes to the students overall practicum module grade.

Data is also collated on a data base of student identified learning needs for their curricular engagement with community and the challenges and opportunities encountered in achieving them. This data will inform on-going training needs for staff, students and community members.

3a. EXAMPLES OF DEPARTMENTAL/DISCIPLINARY LEARNING OUTCOMES FOR STUDENTS' CURRICULAR ENGAGEMENT WITH COMMUNITY

Departmental/disciplinary learning outcomes for students' curricular engagement with community are aligned with specific modules/courses. For example UL, Kemmy Business School courses (KBS) aim "to foster the development of a viable and sustainable Ireland based on the principles of fairness, equality of opportunity, community solidarity and active citizenship" and students will be able to "demonstrate a collaborative commitment to social and personal responsibility and community engagement - Appreciate and recognise their own social contribution".

A key learning outcome for Kemmy Business students is to have "opportunities and challenges that will engage and equip them with the tools to critically think about sustainability issues in the economy and society "

In the Department of Politics and Public Administration, the aim of the module on Community Development is to "provide students with an introduction to the concept(s) and practice of Community Development in Ireland. It looks both at the origins and contemporary models of community development and will illustrate these with direct reference to community development as practiced in a number of different settings. The module will focus on how community development impacts on engagement by communities with the state".

The Sociology Department is "committed to the pursuit of challenge-based, translational and critical research, building upon fundamental scholarship which advances the disciplinary knowledge base. These objectives are advanced by the Department's distinctive methodological expertise, its commitment to interpretive rigour and warrant; its pursuit of international inter-institutional cross-fertilisation; active engagement with civil society, community and state partners; and its track record in interdisciplinary collaboration. These values of internationalisation, connectedness, openness, intellectual rigour and a commitment to social justice also underpin the Department's approach to developing students as knowledgeable members of the sociological community and as critical and engaged global citizens".

All modules are subject to annual review by an external examiner (appointed from a university outside of UL), to ensure that disciplinary learning outcomes are achieved by students, including those that specify curricular engagement with communities. External examiners are required to produce a report annually. In addition, all departments are subject to an external quality review every five years.

3b. STRATEGY AND MECHANISMS ASSURING SYSTEMATIC ASSESSMENT OF DEPARTMENTAL/DISCIPLINARY LEARNING OUTCOMES FOR STUDENTS' CURRICULAR ENGAGEMENT WITH COMMUNITY AND USE OF THIS DATA

Campus-wide learning outcomes for student curricular engagement with community have been formally implemented by faculty across all departments in UL. Learning outcomes for students' curricular engagement with community are assessed through a variety of methods e.g., reflective portfolio, presentation, peer assessment.

Assessment data is used to inform faculty advisors/community partners so that they can further facilitate opportunities/activities to support students to achieve their identified learning outcomes enabling them to develop competencies to engage more effectively with community partners/ organizations. A percentage of the student assessment, related to institutional learning outcomes for students' curricular engagement with community, contributes to the students overall module grade. The percentage weighting varies between modules/ courses.

Data is also used to identify student learning needs for their curricular engagement with community.

4a. INTEGRATION OF COMMUNITY ENGAGEMENT INTO CURRICULAR ACTIVITIES

Student Research

Annually, the UL Winter School in Social Science Research Methods provides training (10 ECTS credits) in quantitative, qualitative and mixed methods appropriate to PhD level research students. A strong focus of this programme is on partnerships, ethics, emancipation and participation with communities.

Internships and Co-op placement

Collaboration and external engagement are embedded in our approach to research and innovation. We actively encourage multidisciplinary and collaborative research and seek to maximise the

impact of our research outputs on society and the economy. This focus on collaborative research is facilitated by the ongoing contact our staff and students have with external stakeholders through their participation on our cooperative education programme – the largest student placement programme in Europe. A co-op placement is embedded in all courses (excluding professional course e.g. nursing, teaching, medicine, as these courses include practice placements)

Study Abroad

The UL Practicum provides curriculum based accredited learning that deploys academic expertise in response to identified community needs, in the context of applied community projects, designed and implemented by collaborative teams comprising UL staff, community partners and students. A UL practicum module can be undertaken by study abroad students.

4b. INTEGRATION OF COMMUNITY ENGAGEMENT WITH CURRICULUM AT AN INSTITUTION WIDE LEVEL

Graduate Studies (Undergraduate and post-graduate)

As previously outlined, the UL Practicum provides curriculum based accredited learning that deploys academic expertise in response to identified community needs, in the context of applied community projects, designed and implemented by collaborative teams comprising UL staff, community partners and students. Practicum modules are currently provided to both undergraduate and post graduate students

Core Courses

In addition to the UL Practicum, in 2013, as part of our institutional commitment to broadening the UL curriculum to include opportunities for community engagement, new innovative, cross-disciplinary UL broadening modules were introduced. One example is BR4001 Broadening: Social and Civic Engagement. The module outline describes this module as "innovative and unique in how it approaches student engagement at a local, regional and national level. It challenges students to critically engage with the graduate attributes in a non-traditional manner through the development of leadership skills and investment in championing real issues through personal and social responsibility. It focuses on the personal development of the student through 'reflection in action' prioritizing their personal and academic development. This module focusses on self-development and the key graduate attributes through a process of self-directed learning and collaborative projects in key issues of regional and national importance. Students will develop personal and academic curiosity through live projects, both within UL and in the community, with opportunities to demonstrate strong links with the Civic Engagement Office. Students will develop skills in leadership and critical analysis in relation to how they can impact on their community in a regional and national level."

First Year Sequence

The First Seven Weeks is an initiative at the University of Limerick designed to provide strong, enhanced and targeted support to students during the very early weeks of their time as UL students. Recognising that successful early adjustment is linked to subsequent success, we provide a range of information, target our resources, and interact with our new students in ways that make

them know we care about them and are interested in their successful adjustment. Each of the first seven weeks has its own theme, designed to focus students' attention on various issues that we know are important for settling in and thriving as a higher education student. Week six focuses specifically on civic engagement and volunteering.

Capstone (Senior level project), General Education, In the Majors and In Minors are categories not relevant to UI.

5. EXAMPLES OF FACULTY SCHOLARSHIP ASSOCIATED WITH THEIR CURRICULAR ENGAGEMENT ACHIEVEMENTS

Chris McInerney and Maura Adshead developed an innovative teaching method to help political science students deepen their comprehension of public policy through engaging with real world scenarios. They investigated the development of a constructivist learning environment (CLE) for students in a postgraduate module, fashioned by integrating a problem-based learning (PBL) approach with civic engagement processes. They also examine the potential of this approach as a teaching method, reflecting on student and staff feedback as well as on benefits described by partner organizations and the broader public. Their publications included a paper on *Problem-Based Learning and Civic Engagement—Shifting the Focus of Learning in Public Policy Education (2013).Political Science & Politics.*

Nancy Salmon and her colleagues designed the *Research Active Programme (RAP)* to enable adults with intellectual disabilities to learn about the purposes and process of research. They present nationally and published papers include *"Research skills for people with intellectual disabilities. Learning Disability Practice".* This paper makes recommendations to enrich the learning experience of students.

In 2004, Professor Anne MacFarlane, Graduate Entry Medical School, University of Limerick, published *A Framework for Implementation of Community Participation in Primary Healthcare.* The framework was designed with community groups and representatives and employees working in front-line primary healthcare services. This work informs course content in participatory research methods and is designed for use by all stakeholders who are involved in community participation in primary healthcare. Published papers include *'Reducing the health care burden for marginalised migrants: The potential role for primary care in Europe', Health Policy*, 2016.

Tom Cosgrove, Declan Phillips and Michael Quilligan designed and implemented a new problem based learning (PBL) programme in civil engineering. Approaches to specific PBL challenges include integration of learning across subject boundaries. They use a learning-by-doing approach to prepare the next generation of engineers to design and implement sustainable solutions to the many pressing physical development problems facing society. The team is also building an outreach programme for schools to communicate the joy of engineering. Their paper "Educating Engineers as if they were Human: PBL in Civil Engineering at the University of Limerick" was presented to the 3rd International Symposium for Engineering Education in 2010.

In June 2008, the Kemmy Business School (KBS) signed up to the UN Principles of Responsible Management Education initiative (PRME), becoming the first Irish business school to do so. PRME seek to establish a process of continuous improvement among institutions of management education to develop a new generation of business leaders capable of managing the complex challenges faced by business and society in the 21st century. The KBS focuses on work in the areas of research and curriculum development. This aligns with their mission statement to excellence in teaching and to fostering knowledge and understanding of business and society within a diverse, research-active and socially engaged environment. Publications include a book chapter : *'Young and Unlimited, Realising Talent: Kemmy Business School's programmes with local schools'* In: Alan Murray (eds). *Inspirational Guide for the Implementation of PRME (UK and Ireland)*. London: Greenleaf, 2014

B. OUTREACH AND PARTNERSHIPS

1. OUTREACH PROGRAMMES DEVELOPED FOR COMMUNITY

Learning Centers

Launched in 2013, the Centre for Academic Achievement (CAA), Kemmy Business School, provides academic after school support to high ability primary school children aged 8-12 years from economically disadvantaged areas of Limerick. Students study subjects such as animation, experimental science, architecture, how to make an app, volcanoes and earthquakes, and zoology.

Tutoring

In an annual week-long Faculty of Science and Engineering Summer Camp, participants engage in a fully interactive, action-packed programme, receiving tutoring in subjects such as chemistry, physics, aeronautics, energy, astronomy, biology, ecology, nutrition, innovation and design.

Extension programmes

Annually, the UL Access Office offers a 13 week programme for under-represented student populations. The programme gives students' academic and social skills to enable them to succeed at University. Successful completion of the course guarantees entry to a full time programme in UL. The Access Office also provides course participants with some financial and personal support.

Non-credit Courses

The Community Law Programme is run as part of the UL non- credit Community Education Series, the programme is one of the many engagement initiatives connecting UL to local, regional and national communities. Its aim is to introduce members of the wider Community to the study of Law and to invite them on to the UL campus to experience what it is like to attend classes at the University. Staff and post graduate students from the School of Law and staff from Community Law and Mediation deliver free lectures on a number of topics, including, Family Law, the Rights of Victims of Crime, EU Law, Sport and the Law, Law surrounding the making of a will, Cyberbullying, children and the law, medical law and constitutional. On average, 30 students attend the five week course annually. At the end of the course the participants receive a certificate.

Evaluation Support

Evaluation undertaken is linked to partnership projects e.g.   in 2015, Tracey Mahedy and Ann MacPhail undertook "A*n Evaluation of Women's Community Sports Programme"*. The '*Mother of all Sport'* project investigated the effect of a physical activity programme on women in disadvantaged communities and evaluated whether this type of programme can encourage women to participate in physical activity in their local community.

Training Programmes

In 2014, an inner city Community in partnership with the Faculty of Education and Health Sciences developed a co-authored Diploma programme in Community Wellness, Empowerment, Leadership and Life Skills (CWELL). The aim CWELL is to proactively address community health issues in a way that enhances existing strengths, fosters community resilience and leadership, contributes towards improving quality of life and the creation of healthy and sustainable communities.

Professional Development Centers

The GP clinic for marginalised groups in Limerick city operated by Dr Patrick O'Donnell of UL Graduate Entry Medical School (GEMS) is one example which was shortlisted for the National Health Service Executive, Health Excellence Awards in 2016. The clinic researches the health of marginalised groups, provides care to these groups and teaches the healthcare professionals of the future about this type of care.

2.   INSTITUTIONAL RESOURCES PROVIDED AS OUTREACH TO THE COMMUNITY

Co-Curricular Student service

Medical School students at the University of Limerick annually host the University's Teddy Bear Hospital with over 500 Limerick's primary school children from seven different schools and their teddy bears. The aim of the event, which is organised by Graduate Entry Medical School (GEMS) students with a particular interest in childhood medicine, is to alleviate childhood anxiety about the medical environment, its procedures and the professionals that work within it**.**

Work/ study student placements

Study placements are provided through our UL access programme described earlier.

UL welcomes community partners on campus by providing office space and access to other facilities such as conference halls, meeting rooms and the recreational complex.

Cultural offerings

The highly popular University Concert Hall mounts an annual season of concerts and performances that cater for all musical and dramatic tastes. 60,000 visitors to the University Concert Hall annually The Foundation Building is home to the Bourn Vincent Gallery where international and national artists exhibit their works and the University has a large collection of art works, both purchased and donated. The University of Limerick obtained Gallery Status from the Irish Revenue Commissioners in 31 January 2007, since then, a number of complete collections have been bequeathed and the Watercolour Society of Ireland Permanent Collection is housed here. All of these are open free to the public. UL is also home to the Irish Chamber Orchestra & Irish World Academy of Music and

Dance. The IWA offers a series of free lunchtime concerts & seminars open to the public, every Tuesday and Thursday during the Spring and Autumn semesters, featuring musicians, dancers and academics from around the world.,

Every Tuesday is 'Market Day' at UL. Local producers set up stalls on campus to offer an array of local produce.

Athletic offerings

UL Arena, Ireland's largest all-weather pitch complex Ireland's only indoor rowing tank and the National 50m Swimming Pool is Ireland's first Olympic sized pool, measuring 50m x 25mare open to the public. It has 700,000 visitors annually. UL Sport Kids Run for Fun occurs annually and is sponsored by UL Sport. The race is the largest children's fun run in the country and encourages active healthy lifestyles in our young people. Established in 2015, UL Beo is an initiative from the University of Limerick to support and develop projects in the areas of Physical Activity, Health, Lifestyle and Sport and aims to have UL recognised as a national and European leader and innovator in the practice and research of sport and physical activity. It holds regular seminars and workshops and outreach events and a number of community based physical activity and research projects.

Library services

Members of the public may apply for a pass to visit the Library's Special collections. Special Collections seeks to, collect and preserve valuable or unique archives and rare books for the University, facilitate research enquiry and make accessible invaluable research resources and extend the University's public profile through exhibitions, tours, visits and open days.

3. REPRESENTATIVE EXAMPLES (MAX. 15) OF PARTNERSHIPS (BOTH INSTITUTIONAL AND DEPARTMENTAL) THAT WERE IN PLACE DURING 2014/15

(See UL Partnership Grid, Appendix Five)

4a. STRATEGIES FOR PROMOTING ATTENTION TO THE MUTUALITY AND RECIPROCITY OF PARTNERSHIPS

The operations of the newly constituted UL Engage will model and encourage mutuality and reciprocity of community university partnerships. A key feature of the UL Practicum is reciprocity with the community partners, students and faculty in the learning process. UL Engage offers faculty and community partners development workshops in which effective partnerships are addressed. The assurance of mutuality and reciprocity in community engagement arises from consistent use of community partner feedback tools (surveys, phone calls, face-to-face meetings, group meetings, task forces, committees) that gauge the organizations' benefits and experiences of working with UL students and staff. Community partners are involved in reflections on the day of partnership activities, educational programs, and initiatives coordinated through UL Engage. This feedback system ensures meaningful experiences through reflection, surveys, and suggestions for future activities.

UL Engage advisory board comprises of representatives from across the community. This group will meet annually to provide the University with insight into the impact and effectiveness of our engagement efforts.

By creating institutional structures for our community partners to tell us how to better meet their needs, we believe we have a greater chance of developing truly reciprocal relationships through our engagement efforts. UL Practicum community partner voices are also sought through a formal evaluation process incorporated into specific projects. The community-based, inter-professional CWELL programme typifies the university's reciprocal approach. Inter-professional faculty in, Nursing, Clinical Therapies, Medicine, Education and professional studies, psychology, Physical Education and Social sciences work - in collaboration with a local inner city disadvantaged community, limerick City and County council and other partners to co-author and co-implement the program by establishing a partnership based on trust and shared commitment through a joint partnership model and framework for joint governance communication with the community prior to inception. In some cases, such as the CWELL project, grant funding is shared and partners work with one another when drafting grant proposals.

4b. MECHANISMS USED TO SYSTEMATICALLY COLLECT AND SHARE FEEDBACK AND ASSESSMENT FINDINGS REGARDING PARTNERSHIPS, RECIPROCITY AND MUTUAL BENEFIT, BOTH FROM COMMUNITY PARTNERS TO UL AND FROM UL TO THE COMMUNITY AND HOW THE DATA HAVE BEEN USED TO IMPROVE RECIPROCITY AND MUTUAL BENEFIT

As outlined above, effective partnerships and reciprocity is central to university of Limericks' civic engagement strategies. UL is committed to a civic engagement strategy that reflects mutual benefit to all involved, including our students and our community partners and stakeholders. To assure that reciprocity is maintained, UL facilitates the community advisory board and focus groups described above. In addition, UL ENGAGE will serve as one point of contact for our community partners who seek to provide UL with feedback and evaluation.

University of Limerick recognizes that more in-depth evaluation may be obtained through our community partners' direct engagement with us. To this end, UL aims to provide all community partners and stakeholders with a series of assessment tools which can be downloaded from the UL Engage website and returned to the University either by mail or electronically. These tools are intended to assess qualitative as well as quantitative outcomes from the university's engagement efforts. Through the combination of standing advisory boards, regular focus groups and individualized assessment efforts, University of Limerick is creating a multi-dimensional space for our stakeholders and community partners to participate in informing and shaping the university's community engagement efforts.

5. EXAMPLES OF FACULTY SCHOLARSHIP ASSOCIATED WITH THEIR OUTREACH AND PARTNERSHIP ACTIVITIES ACROSS A RANGE OF DISCIPLINES

Since 2010, The Adaptive Governance Lab (AGL) at the School of Architecture, UL, works collaboratively with local government officials and community activists on action research projects co-designing with communities in neighbourhoods, villages and city districts. The AGL is testing ways to build strong community networks for greater citizen involvement to influence the design and operation of shared public spaces. The AGL process allows for a high degree of civic engagement and includes learning days, community design workshops and open design critiques. The Adaptive Governance Lab at the School of Architecture at UL also hold exhibitions of their work, e.g., 'Design with Communities' and 'Imaginative Neighbourhood Woodquay'

Kathleen Turner, works in marginalized communities to promote engagement in education, using music as a tool to increase self-confidence, enhance leadership skills and encourage creative problem solving. Kathleen implements a number of projects that bring live music into the classroom and community. One example is the successful *Sing Out project,* encouraged children to use their voices and discover how they personally connected with music. In 2011, *Sing out with Strings Evaluation Report* was published by the Irish Chamber Orchestra.

In the Department of Education and Professional Studies, Patricia Mannix-McNamara work includes published papers and presentations on promotion of health in schools and educational outcomes, bullying and its impact on health and well-being. One example is a published paper with Timothy R.N. Murphy and Pilar Folgueiras Bertomeu, *Placement-based learning and learner engagement*: findings from a new university in the UK, Irish Educational Studies (2016), in which she addresses the potential for engaged learning among final-year undergraduate education studies students.

Ronnie Greenwoods research is concerned with ecological aspects of psychological well-being and distress amongst members of marginalized social groups. In her research on recovery amongst adults with histories of homelessness, she investigates the ways in which homeless services providers foster (or undermine) service users' personal resources such as self-mastery, and the importance of mastery to social and psychological well-being. In research with immigrant women in Ireland, she investigated the role of social support in protecting members of visible immigrant groups from the psychological distress associated with exclusion from ordinary, invisible privileges. Dr. Greenwood is the lead researcher for the work package which oversees the service user component of the project, in a HORIZON 2020 project *"Homelessness as Unfairness"* ,funded in May 2016 (total fund €2,111,992.50).

The Hate and Hostility Research Group is the only research group in Ireland dedicated to the study of hate crime. Conducting translational research on hostility towards difference, it is an interdisciplinary group led by Dr. Amanda Haynes of the Department of Sociology and Jennifer Schweppe from the School of Law. They work with a number of NGO partners to progress policy and legislative change in hate crime in Ireland as well as being affiliated with the International Network for Hate Studies. They have produced numerous presentations and publications including a book : *Haynes, A, Schweppe, J, and Taylor, S (2016) Critical Perspectives on Hate Crime: An Irish Perspective. London: Palgrave Macmillan.*

APPENDICES

Appendix One

Community Engagement Self-Assessment:
Piloting the Carnegie Community Engagement Framework in Ireland

Funded by the Talloires Network, the Community Knowledge Initiative, NUIG, and the University of Massachusetts Boston

Project Lead Team: Lorraine McILrath, John Saltmarsh, and Elaine Ward

Project timeframe
September 2015 - December 2016

Who is eligible to participate?
All higher education institutions (HEIs) in Ireland. We are seeking participation by universities and Institutes of Technology (IOTs).

What is the cost to campuses?
There is no fee or direct cost to participate. Any financial commitment is related to the staffing and resources needed to gather data, complete the framework, and participate in project meetings.

What is expected of campuses?
Upon committing to the project, institutions must:
1) establish a cross-campus committee to work on completing the framework;
2) gain commitment from their presidents;
3) designate a "campus lead" for the project and provide contact information; and,
4) commit to participation in the support sessions offered by the project team.

What are the pilot project benefits?
Participating in this pilot will allow Irish HEIs to:
1) utilize the Carnegie Community Engagement Classification framework to catalogue and document campus-level engagement work;
2) submit their completed classification framework to the U.S. Carnegie Community Engagement Classification review team and receive detailed external review and feedback with a view to developing individual campus strategies to advance community engagement;
3) contribute to the potential adaptation of the framework for an Irish context;
4) consult with international experts in the area of community engagement assessment and receive support in your individual campus efforts; and,
5) participate in potential publication opportunities.

Sept. 15 – Oct. 7, 2015	Consultation between Irish HEIs and project lead team to discuss modifications to the framework, timeline, points of commitment
Oct. 7, 2015 (Wed.) IRE 2:00-4:00PM (9:00-12:00 EST)	Meeting (virtual) of interested campuses to discuss questions about moving forward.
Oct. 30, 2015	Confirmation of campus commitment to participate in the pilot
Nov. 9, 2015	Release of Online Framework to confirmed participants
Nov. 2015 – Dec. 2016	Pilot team works with campuses to support use of the framework for assessing institutional-level engagement effectiveness, progress, and impact
Nov. 2015 – June 2016	Institutions gather and compile data
June 30, 2016	Completed framework for review submitted to the U.S. expert review team
July 2016 – Oct. 2016	External expert review of framework submission
Oct. 2016	Feedback to institutions' regarding their framework self-assessment
Oct. 2016 – March 2017	Collective work to improve self-assessment framework and process; related scholarly work

Resources:
http://cki.nuigalway.ie/event/759/carnegie-classification-pilot/

http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=618

Project team contacts:

Lorraine McIlrath, NUI, Galway
lorraine.mcilrath@nuigalway.ie

John Saltmarsh, University of Massachusetts, Boston
john.saltmarsh@umb.edu

Elaine Ward, Merrimack College
warde@merrimack.edu

Appendix Two

TWELVE IRISH INSTITUTIONS WHO PARTICIPATED IN THE PILOT PROJECT

Athlone Institute of Technology (AIT)
Dublin Institute of Technology
Galway-Mayo Institute of Technology (GMIT)
Institute of Technology Carlow
Institute of Technology Tallaght
Institute of Technology Tralee
National University of Ireland Galway (NUIG(
Royal College of Surgeons Ireland (RCSI)
Technology University for Dublin (TU4 Dublin)
Trinity College Dublin (TCD)
University College Cork (UCC)
University of Limerick

Carnegie Community Engagement Assessment Framework Ireland

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 institutions gather information about their specific commitments and activities regarding community engagement as they complete the Documentation Reporting Form. In addition to comprising a list of all questions that appear in the application, the Documentation Framework includes various notes that provide additional guidance as to the purpose of certain questions and the type of information that is expected in applicants' responses. **(Please note that the framework is for use as a reference and worksheet only. Please do not submit it as your application.)**

Data provided: The information provided in this application will be used to assess your institution's community engagement. The data should reflect the most recent academic year. Since campuses will be completing the application in academic year 2015-2016, data should reflect evidence from the 2014-2015 academic year. If this is not the case, please indicate in the Wrap-Up section the year(s) with which application data are associated.

Use of data: The data from the campuses is viewed by the research team only and is kept confidential for each campus. The application results for each participating campus will be shared only the campus. Aggregate, anonymized data from the campuses participating in the Pilot will be shared with the group of participating campuses. Aggregate data may also be shared with the IUA, IOTI and HEA. Individual campus data will be used only for the purpose of assessment and advancing the community engagement work on the campus, and not for any other purpose.

Applicant's Contact Information

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

- First Name
- Last Name
- Title
- Institution
- Mailing address 1
- Mailing address 2
- City
- State
- Zip Code
- Phone Number
- Email Address
- Full Name of Institution's President/Chancellor
- President/Chancellor's Mailing Address
- President/Chancellor's Email Address

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.*

Carnegie Community Engagement Assessment Framework Ireland: *page 2*
First-Time Classification Documentation Framework

44

I. Foundational Indicators

A. Institutional Identity and Culture

<u>Required Documentation</u>. 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**):

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**):

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.*

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**):

Carnegie Community Engagement Assessment Framework Ireland: *page 3*
First-Time Classification Documentation Framework

45

> *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.*

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**):

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**):

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.*

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

Carnegie Community Engagement Assessment Framework Ireland: *page 4*
First-Time Classification Documentation Framework

46

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.*

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.*

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.*

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*

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.

3.b. If yes, does the institution use the data from those mechanisms?
☐ No ☐ Yes

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.

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.*

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.*

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.*

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**):

Carnegie Community Engagement Assessment Framework Ireland: *page 7*
First-Time Classification Documentation Framework

49

> *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.*

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.*

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**):

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**):

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*

Carnegie Community Engagement Assessment Framework Ireland: *page 8*
First-Time Classification Documentation Framework

50

> *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.*

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**):

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.*

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**):

10.b. Is community engagement rewarded as one form of **scholarship**?
   ☐ No ☐ Yes

Carnegie Community Engagement Assessment Framework Ireland: *page 9*
First-Time Classification Documentation Framework

51

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

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**):

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:

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

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**):

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**):

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**):

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**):

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

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

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,

Carnegie Community Engagement Assessment Framework Ireland: *page 11*
First-Time Classification Documentation Framework

53

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? ____

What percentage of total courses offered at the institution? ____

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

What percentage of total departments at the institution? ____

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

What percentage of faculty at the institution? _____

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

What percentage of students at the institution? _____

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**):

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.*

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**):

2.c.   If yes, describe how the assessment data related to institutional (campus-wide)

Carnegie Community Engagement Assessment Framework Ireland: *page 12*
First-Time Classification Documentation Framework

54

learning outcomes for students' curricular engagement with community are used (word limit: **500**):

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**):

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**):

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**):

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**):

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**):

Carnegie Community Engagement Assessment Framework Ireland: *page 13*
First-Time Classification Documentation Framework

55

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.*

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)

Carnegie Community Engagement Assessment Framework Ireland: *page 14*
First-Time Classification Documentation Framework

56

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

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

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

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.*

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

Carnegie Community Engagement Assessment Framework Ireland: *page 15*
First-Time Classification Documentation Framework

57

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

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.*

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**)

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**)

Use of Application Data for Research Purposes

By participating in the pilot project, you are consenting to the use of your application data for research purposes.

The data from the campuses is viewed by the research team only and is kept confidential for each campus. The application results for each participating campus will be shared only with the campus. Aggregate, anonymized data from the campuses

Carnegie Community Engagement Assessment Framework Ireland: page 16
First-Time Classification Documentation Framework

58

participating in the pilot will be shared with the group of participating campuses. Aggregate data may also be shared with the IUA, IOTI, and HEA. Individual campus data will be used only for the purpose of assessment and advancing the community engagement work on the campus, and not for any other purpose.

Please respond below:

I have read and understand the statement on the use of application data for research purposes.   ☐ No   ☐ Yes

Carnegie Community Engagement Assessment Framework Ireland: *page 17*
First-Time Classification Documentation Framework

59

THE CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING &
THE SWEARER CENTER
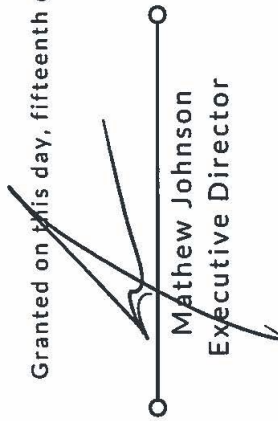
# CERTIFICATE OF RECOGNITION

is hereby awarded to

University of Limerick

In recognition of participation in the

Carnegie Community Engagement Assessment Framework Ireland

A Pilot Project Based on the Carnegie Community Engagement Framework 2015-2016
as part of a process of developing an International Community Engagement Classification
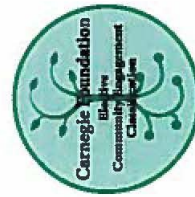
Granted on this day, fifteenth of September, two thousand seventeen at NUI Galway, Ireland

Mathew Johnson
Executive Director

John Saltmarsh
Director
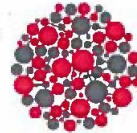
SWEARER CENTER
BROWN UNIVERSITY

Carnegie Foundation
Elective
Community Engagement
Classification

Appendix Five

	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
1	Smarter Travel	Limerick Local Authority	Department of Civil Engineering UL; School of Architecture at UL	To transform Limerick City centre and surrounding areas into a Smarter Travel Area. A wide range of measures and interventions targeted at commuter and personal travel to be rolled out by Limerick City Council and Limerick County Council over 5 years	5 years	1,300 staff	11,300	Yes - €9 million Euro	UL has implemented sustainable travel measures aimed at the student and staff population across the campus through the Smarter Travel programme. In 2015 UL was awarded Green Campus status	Improved cycling ways, including safe routes to school and to key business and workplace zones; Secure cycle parking in town centres or at public transport nodes; Better walking facilities, including pedestrianisation; Lower speed limits in residential and town centre areas; School and workplace travel planning; e-working; car clubs
2	Limerick Science Festival	Science Foundation Ireland	College of Science and Engineering	To promote the relevance of science, technology, engineering & maths (STEM) in everyday life & to demonstrate their importance to the future development of Irish society & to the economy.	9 years	Approx 15	60 UL students and local primary school children from participating schools	Yes	College of S&E demonstrates commitment to addressing educational needs of local community; developing partnerships with local schools and civic groups.	Promotes and supports the study of, education in, and engagement with STEM and promotes an awareness and understanding of the value of STEM to society and, in particular, to the growth of the economy
3	Limerick Voice Newspaper	Limerick community (Regeneration)	Journalism, Faculty of Arts, Humanities and Social Sciences	To publish a newspaper for the local community. The 48-page newspaper includes news, features and sports stories from the city and county and the designated regeneration areas.	9 years	2 to 4 faculty	50 academic year 2015	Yes	The production of this newspaper on a multi-media platform provides our students with excellent hands-on experience that will be vital to them when they enter the highly competitive jobs market	The Limerick Voice has been distributed as a supplement of the Limerick Leader (circa 98,000 readership), and it is also circulated free to the 1,500 homes in the Limerick regeneration areas. Stories from underserved communities are highlighted.
4	UL Give	Five local hospitals in Tanzania	Graduate Entry Medical School (GEMS)	To organize safe, educational electives to countries in the developing world for medical students. These electives will be beneficial for our selected hospitals, the students involved, and for future healthcare back in Ireland (through the experience we gain)	6 years	2 to 6 faculty	All 3rd year medical students are eligible	No	A community-based learning environment for trainee medical students, providing an opportunity to address social and health needs of the local community	UL GIVE seeks to build long-lasting relationships with 5 local hospitals in Tanzania as annual cohorts of medical students return to the same hospitals and contribute to their growth and improved healthcare.
5	Engage Africa	Padre Pio Rehabilitation Centre (PPRC) Ghana. Local schools Zambia & South Africa	Cooperative Education and Careers Division	Engage Africa was developed by UL in response to student demand for work experience in international development and education.	11 years	Approx 6 staff	Over 120 students	No	Engage Africa was awarded the 2012 All Ireland Employability Award by Minister for Training & Skills, Ciaran Cannon T.D in recognition of its role in developing graduate skills.	Engage Africa provides African communities with education/training, community development, sports development, health administration and information and communications technology.
6	Centre for Academic Achievement	Centre for Talented Youth, Ireland; Carambola; 9 local schools	Kemmy Business School; UL Access Office	To provide after school courses (including animation, experimental science, & zoology) to children who might never before have considered attending university. Local teachers identify school children whose academic talents they are anxious to encourage.	Since 2013	2 to 6 faculty	300 plus local school children	No	Demonstrates the commitment to addressing the social & educational needs of the local community	To give local school children the opportunity to access their local university and its world class facilities. To promote positive attitudes to creativity, science, and education in the community, as well as encouraging support from the parents and family of our students
7	After School Club	Limerick Education and Development Project (LEDP)	Access Office, UL Volunteering	To provide after school homework club to local children who might in need of educational supports.	10 years	1-5 (does not include number of Support staff more directly engaged).	Average 40 UL volunteer students; 140 school children	No	Provides opportunity for UL Student volunteers to work with children in the role of educator and peer mentor and to develop a deeper understanding of the multi-dimensionality of disadvantage.	Study Club works in partnership with parents and children to develop confidence for learning & provide support for learning, so as to enable children from disadvantaged areas or with learning disabilities to continue education.

	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
8	IPLAY Inclusive Play & Leisure Activities for Youth programme	Local children with special needs	Department of Physical Education & Sports Science	To provide pre-service Physical Education teachers with the opportunity to gain experience in planning and assisting youth with special needs as it relates to the physical activity setting	Since 2010	2	Trainee PE teachers	No	Provides student teachers with an introduction to adapted physical activity for children with special needs	Provides young people with special needs the opportunity to play and interact socially with peers. Provides families an opportunity to connect with one another as a way to support each other and their children with special needs
9	Physiotherapy Community Based Project Placement	Local Primary & After School groups, Parkinson's Association, Stroke Support group, Southill Area Resource Centre	UL Access Campus; Department of Clinical Therapies; Irish World Academy of music and Dance	Physiotherapy students identify a health-related need for the community group and based on this they design and implement a programme for that group over the six week placement, evaluating its effectiveness at the conclusion of placement	Since 2010	4	3rd year physiotherapy students	No	Provide a unique opportunity for final year students to plan and implement a health promotion programme as identified in the Healthy Ireland strategy. To foster graduate attributes in our students such as creativity and leadership innovation	To provide a sustainable and effective physiotherapy support service to local community groups
10	CWELL (Community Wellness, Empowerment Leadership & Life Skills)	St Mary's parish, Limerick & 20 plus local agencies & groups	Faculty of Education and Health Sciences	Community – University co-authored curriculum for health and well-being and local development	Since 2013		10 CWELL; 24 Junior Year Abroad; 3 Coop; 12 MA journalism	YES €21,000 per annum matched funding from Local Authority	A unique real-time, real-life learning platform for a variety of student placements enabling the development of new CBL pedagogies and civic partnerships.	A ripple effect from programme participants out to wider community in terms of community projects and development initiatives
11	Introductory Series	Limerick City CDP, Our Lady of Lourdes CSG, Southill FRC, Limerick-Clare ETB	Access Office, Various Faculties	Reinforce the accessibility of 3rd level education to community members	5 years	7-10 (does not include number of Support staff more directly engaged).	Average of 16 community learners per session	No	Provides opportunity for UL Staff to volunteer and interact with adult community learners in an interactive setting, which further promotes UL and lifelong learning	Increased awareness of possibilities through 3rd level education, breaking down of perceived barriers and stimulating proactive engagement with learning opportunities
12	Community Law Programme	Community Law & Mediation Service	Access Office, School of Law	To broaden awareness of School of Law and to engage with community residents on topics that they deem relevant	14 years	7-10 (does not include number of Support staff more directly engaged).	Average 25 Community Learners per annum	No	Provides opportunity for School of Law faculty to engage with very interactive community learners	Increased awareness of possibilities through 3rd level education. Acts as a stimulus which has been encouraging attendees to pursue learning opportunities
13	Creative Writers	Limerick City ETB, City of Learning Steering Group	Access Office, Arts Office	Support citywide group of community learners	1 year	0 (but 2 support staff directly engaged).	18 Community Learners	No	Through guidance & support of Arts Office a book of the groups poems & short stories is being produced.	"Increased confidence, direction and focus". Members have been encouraged to pursue Further Education opportunities and membership of the group has been increased.
14	Limerick County and City Interagency Group for Traveller services		UL Access Office and Kemmy Business School at UL	To coordinate access to education for the Traveller Community located in Limerick City and County	5 years	10	5	€70,000 annually	Exposure of faculty to the life of Travellers and issues facing the Traveller community	42 national schools – 473 children engaged; 8 post primary schools – 353 pupils; Credit earning activities for adults 60 adults; Creation of a framework for implementation of Traveller Education Strategy. Publication of 7 books.
15	Business Transformation Programme	Tait House Enterprises, Southill, Limerick city; St. Muchin's Community Center, Ballynanty, Limerick City; Limerick City Build Ltd, Moyross, Limerick City	Kemmy Business School (KBS)at UL	To develop managerial and business skills in small businesses located in some of limerick's disadvantaged areas	6 years	4	5	No	Expanding opportunities for faculty's to apply their skills and enhance KBS role in providing leadership in corporate social responsibility	Commenced with first cohort of 10 SMEs and 26 employees. Increased employment to 90 employees. All 10 SMEs became tax and governance compliant by end of 2012. New cohort of 16 SMEs launched in 2013.

Telephone: +353 61 202096

ULENGAGE

Share   Enable   Grow