

Section I. Foundational Indicators

A. Institutional Identity and Culture

1. Does the institution indicate that community engagement is a priority in its mission statement? YES

- The [Towson University Mission Statement](#) specifies:
 “Through its programs, staff, and faculty, Towson University seeks to respond to the needs of the region and greater metropolitan area, serve as an engine of change in the academic and socioeconomic environments of the state, and create a productive future for our students, our region, and enrich the lives and opportunities for all members of its community. . . .Towson University’s faculty and staff work actively to develop students as citizens and leaders of the community by combining classroom learning with out-of-class experiences (internships, practicum, service-learning, and related experiential opportunities.)”

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

Towson University is committed to community engagement in all segments of the campus. Towson intentionally applies a decentralized strategy to promote engagement on a divisional, college, and departmental level by allowing each to implement initiatives and policies aligned with their goals. Engagement is institutionalized through the university’s strategic plan [“TU 2010: Mapping the Future.”](#) The decentralized strategy encourages numerous celebrations and awards and ceremonies for individual units, including:

- The annual University Research Awards ceremony recognizes individual faculty members for community-based research and presents an award for “exceptional success in securing external funding for outreach and service activities”
- Community Service and Social Change Awards are presented at the Student Affairs Leadership annual awards ceremony to students and student groups who are active in the community
- The annual Alumni Association Volunteer Recognition Awards Ceremony is a campus-wide celebration at which awards are presented to university alumni and faculty/staff who have demonstrated a commitment to service to the community
- The Fisher College of Science and Mathematics hosts an annual student honors convocation recognizing students who have completed community-based research

- The Clifford and Camille Kendall Awards are presented at the annual campus holiday celebration to faculty and staff who have advanced the TU 2010 strategic plan, including community engagement initiatives. In 2007, awards were given to faculty and staff for civic engagement work and K-16 partnerships.
- The Frances T. Bond Distinguished Service Award is one example of scholarships awarded to students whose service to the community is meritorious
- Plans are in place for an awards ceremony in spring 2009 to honor exemplary faculty engaged in service learning activities

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

Through the University's decentralized strategy, assessments of community perceptions occur systematically in multiple departments, colleges and divisions. Some examples include:

- In spring 2008, Towson piloted a deliberative polling event in conjunction with the American Democracy Project of the American Association of State Colleges and Universities (AASCU). Prior to the event the university surveyed faculty, staff, students and community members regarding the role of a growing metropolitan university in the community. This gave the university and the community quantitative data on perceptions of the institution. Towson hosted a forum for survey participants, bringing together faculty, staff, students and community members to discuss the results. Discussion occurred in small groups and with two panels of experts. Expert panelists included a representative from the Board of Regents, the university president, provost, vice president for student affairs, student leaders, faculty, and community representatives from the chamber of commerce, community associations and county government.
- The Career Center surveys local employers to determine how many Towson University interns they host as well as how many they later employ. Surveys are completed by on-campus recruiters each semester, annually the Career Center places 1500 student interns. The TU Career Center also piloted a comprehensive survey of all employers in the student intern database this past year to learn how community businesses and organizations perceive Towson University students as employees. The survey asks employers to comment on the skills and preparation of TU students for the workplace.
- Many of our colleges complete additional internship assessments with their community partners. For example, the College of Education asks the 23 school

systems in Maryland annually to identify and evaluate student interns who are teaching in their schools. Additionally, almost all CHP students participate in at least one internship, practicum, or clinical experience off campus and many of the students are placed in community settings where a need has been identified. In addition to assessing student learning outcomes, a strong feedback loop is built in for the agency to provide an evaluation of the students performance.

- The University Relations Committee, founded by the [Greater Towson Council of Community Associations](#), consists of community leaders, student leaders, and university staff members who discuss issues surrounding students and the community. These monthly discussions are a form of systematic assessment of community perceptions and are used in university decision making.

3. b. Does the institution aggregate and use the assessment data? YES

The examples of aggregated and utilized data below correspond with the examples given in 3a above.

- Community perceptions compiled through the Deliberative Polling process will be shared with the campus and surrounding community at the beginning of the fall term. Results will be published in the university newspaper, presented to various administrative, student and faculty groups, and sent to community associations and the local newspaper. The data will be used by University administration to guide decision making processes as Towson continues to grow and strive to fulfill its mission as a Metropolitan University. The university leadership is currently discussing how this process can be used for future assessment of community perceptions of Towson University's engagement with the community.
- The Career Center shares employer survey information with faculty in the constituent colleges so that they are aware of student performance in internships. These data are used to highlight strengths and weaknesses of Towson students in the field and are used to develop classroom curriculum and department objectives accordingly.
- Individual college internship assessments are used in the same way as Career Center assessments. For example, the Teacher Education Unit (which includes 5 of 6 colleges) uses assessments by faculty, students and community partners to evaluate program effectiveness and make programmatic changes.
- The President's Council and the Division of Student Affairs uses the community perceptions gained from the University Relations Committee meetings in making decisions related to University-Community partnerships and relations. A recent example is a collaborative Nuisance Housing Policy

that pertains to students living in houses and apartments in the surrounding community.

4. Is community engagement emphasized in the marketing materials? YES

- Towson’s official branding campaign “Thinking Outside,” began in 2005 to increase public awareness of the university’s commitment to engagement as a true Metropolitan University. “Thinking Outside” is included on all the university’s marketing and communication initiatives and is prevalent on our website. The tag line “Forging Partnerships, Shaping Lives, and Sharing Successes” is on the university’s home page along with a link to the “Thinking Outside” webpage. All radio and TV ads include “Towson University is reaching new heights—by reaching out. As a metropolitan university, our commitment to research-based learning with practical application extends beyond campus borders. Through our partnerships, people and programs, we influence the development and well being of our state and region.” This campaign exemplifies Towson University’s commitment to community engagement and its emphasis on engagement as a pillar of its identity.
- Primary marketing brochures for the six academic colleges include an “Outside the Classroom” section emphasizing extracurricular activities and community engagement. For example, the College of Business and Economics brochure states, “Our 11 student organizations are active in linking the college with the community by organizing field tours, guest speakers’ series and community service activities.” The College of Education has a link on its homepage that provides extensive information about its partnerships with the education community through the Towson Learning Network.
- The university’s Division of Economic and Community Outreach (DECO) was established to “forge stronger links between the university and the community it serves.” DECO partnerships and projects are marketed through print, web and radio ads. TowsonGlobal’s new web design and print campaign, “Bridges to Global Markets”, highlights the importance of building partnerships to succeed in the global marketplace.

5. Does the executive leadership of the institution explicitly promote community engagement as a priority? YES

Senior level administrators at Towson University regularly promote community engagement as a university priority, as the following public speech excerpts indicate:

- The Towson University President stated at the 2007 President’s Address: “In Cherry Hill our goals reach beyond the schools we are operating – we are also focused on meeting other responsibilities. We are working with parents, civic leaders, small businesses, clergy and many others to help make [Cherry Hill](#) a

community where children want to go to school and want to excel and succeed. We are working on the entire social fabric of the community.”

- During testimony before the Maryland General Assembly, the President stated: “Major tenets of metropolitan universities include giving students practical, real-life experiences as part of their education, lending expertise to help solve community problems while practicing and teaching good citizenship, and actively building partnerships to achieve goals.”
- During a recent commencement ceremony, the Provost stated: “Towson University is Maryland’s Metropolitan University! We focus on quality education, applied research, economic development and community outreach. ... “We have numerous partnerships that are making a positive difference in this region.”
- During the first annual Applied Research Showcase, the Vice President for Economic and Community Outreach stated: “Towson is committed to serving the region through our research, educational programs and outreach initiatives. ... solving real world problems for our region’s citizens through strategic partnerships with your businesses and agencies.”
- The Vice President for Student Affairs annually addresses freshmen at Convocation focusing on the importance of community, stating “civic and community engagement are key themes we emphasize as part of your Towson experience.”
- President Caret wrote an op-ed for the *Baltimore Sun* during Learn and Serve Week last fall to promote service-learning as an important pedagogy and tool in developing citizens.

B. Institutional Commitment

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

Towson intentionally applies a decentralized strategy to promote division, college and departmental level engagement, allowing each to implement initiatives and policies aligned with their goals. Through the President’s Council each vice president is responsible for promoting and implementing community engagement.

In support of the institutional mission, the university has multiple offices, staff, resources and structures responsible for community engagement.

- [The Civic Engagement Advisory Board](#) is co-chaired by the provost and vice president for Student Affairs. The Advisory Board includes deans, faculty, department chairs, staff and students. The Advisory Board encompasses 5

working subcommittees that advance civic engagement initiatives in the following areas: service learning, political engagement, environmental initiatives, and community service and community principles.

- [Civic Engagement initiatives](#) are designed to engage students in the campus and greater community. Through service learning, political engagement activities, environmental initiatives and other events and campaigns designed to raise awareness about current events and world issues, Towson students are encouraged to be active participants in their local, regional and global communities. A Director of Civic Engagement and AmeriCorps*VISTA Service Learning Coordinator serve as staff support to civic engagement initiatives.
- [The Division of Economic and Community Outreach](#) (DECO) comprises six units to serve the needs of the region through economic and workforce development, information systems, online learning, applied information technology, and geographic information sciences. The division's revenues are driven by external partnerships with state and local government, services and contracts with local businesses, and grants. The division was established in 2004 under the institutional mission of engagement with the surrounding business and government communities. Partnerships include the Small Business Development Center and the Osher Lifelong Learning Institute.
- [The Office of Student Activities](#) has a staff person and graduate assistant responsible for coordinating hundreds of community service activities for and with students annually.
- [The Office of University Research Services](#) supports faculty in finding funding and writing grant proposals for community based research projects.
- [The Center for Professional Practice](#) in the College of Education works with TU faculty and department chairs to coordinate student field experiences in school districts throughout the state. This center operates on a campus-wide level as it coordinates field experiences for students in 5 of Towson's 6 colleges.

The various offices and staff coordinate efforts through committees as well as informal communications to promote collaboration in community engagement activities.

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

Over \$1.5 million is specifically allocated for institutional engagement activities annually. This state-side, permanent funding includes initiatives such as:

- Community engagement initiatives aligned with strategic plan such as the [Cherry Hill Learning Zone Initiative](#)
- Civic engagement projects

- Community service programming
- Operational support

2.b. Are external funds used to support institutional engagement? YES

- External funding for the College of Education includes:
 - \$2.4 million for Towson’s nationally renowned Professional Development Schools
 - \$1.25 million for the Cherry Hill Learning Zone Initiative
 - Over \$3 million annually for The Towson Learning Network
- [DECO](#) has raised \$51.4 million through grants and contracts that address community and regional needs (since 2004)
- \$743,000 in federal funds for programs related to BRAC (Base Realignment and Closure), the Towson University-Cherry Hill Partnership, and the Forensic Science Institute partnership with Baltimore City Crime Labs
- \$2 million, from the National Science Foundation to support K-16 STEM programs through the [TOPS partnership](#).
- Over \$1 million in annual faculty grants support community based research or engagement projects, such as the College of Education’s \$100,000 award for the “University Partnership Schools Initiative,” from The Open Society Institute
- A \$20,000 grant from the federal government will fund a ‘08-09 AmeriCorps*VISTA position to support service learning on campus.
- \$300,000 to support economic and workforce development initiatives in under-served communities through the U.S. Department of Commerce.
- \$66,590 (22%) of the University’s federal work-study funds are directed to programs in urban schools where Towson students tutor in math and reading

2.c. Is there fundraising directed to community engagement? YES

TU directs a significant amount of fundraising to community engagement and additionally provides institutional funds to support these important initiatives.

- [The Asian Arts & Culture Center \(AACC\)](#), a self-supported entity of the university supported through fundraisers and grants, promotes Asian art and culture through programming designed to benefit students, faculty, artists, the local community and the Mid-Atlantic region
- [The Hackerman Academy of Mathematics and Science](#) , directed by former NASA astronaut Donald A. Thomas, Ph.D., was established through a \$1,000,000 gift. Its mission is to encourage K-12 students to pursue careers in

science, technology, engineering and mathematics, and to energize and prepare teachers in these disciplines.

- [WTMD-FM](#) is listener-supported radio, raising \$675,000 in FY08. WTMD serves as a forum for community news, current events and music
- [Edward V. Badolato Distinguished Speaker Series in Homeland Security](#), funded through an endowed gift, provides free international affairs lectures for members of government, business, the campus community and greater Baltimore community.
- [The Towson University Reading Clinic](#) fundraises annually to provide free tutoring to elementary and middle school students in Baltimore City.
- The 2008/2009 annual fund campaign's theme is "partnerships" and will showcase the university's partnerships throughout the year.

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

- [The TU 2010: Mapping the Future strategic plan](#) includes 23 goals and 86 action items within five themes: *Enrollment Management, Growth and Mix; Student Experience and Success; Partnerships Philosophy; Resources for Success; Telling and Selling the Story*. Campus-wide community engagement initiatives are integrated throughout the 2010 plan and are maintained at the divisional level through the vice presidents' offices. The 86 action items, including community engagement activities, are assigned to specific vice presidents and their progress and completion is tracked and documented. This campus-wide documentation mechanism tracks community engagement initiatives in the following way:
 - The action item is assigned to appropriate vice-president(s)
 - Appropriate staff person(s) within the responsible division(s) is charged with implementing the community engagement initiative by a set date
 - The action item's point person tracks the progress of the initiative, reporting to the vice-president monthly
 - The progress of the 2010 initiatives is entered into a master tracking system, with departments accountable for objectives not met by specified deadlines
 - The tracking system is used to develop the annual 2010 Report Card, which is distributed to faculty, staff, students, alumni, business leaders, legislators and community members.
- Faculty Annual Reports document community engagement. Faculty are expected to record community based research, projects, service learning and strategic partnerships. Annual Reports are evaluated and documented

systematically across the campus through departments, colleges and the Provost's Office.

- Involved@TU is a campus wide documentation mechanism used to track student community engagement activities. Students log in to this web application to update their personal profile of co-curricular activities including community service activities and other forms of community engagement as well as student group involvement. This documentation system is used to produce student co-curricular transcripts and provides staff with a tool to assess student community engagement and involvement.

In 2007 the President's Office funded the creation of a new Engagement web site, to include:

- a directory of services TU is currently offering to its community for free or nominal fees
- student community service and internship opportunities
- faculty service learning projects
- a database of faculty profiles and community based research projects

A primary goal of the new web site is to provide a campus-wide tracking and assessment mechanism for the university's engagement initiatives. This site will provide resources and collaborative opportunities to support and grow our engagement partnerships and activities.

3.b. if yes, does the institution use the data for assessment mechanisms?

The examples of utilized data below correspond with the examples given in 3a above.

- The Towson 2010 Strategic Plan assessment mechanism provides data regarding the status and success of each of the 86 action items. Collected data highlights the areas and goals the institution is not adequately addressing. In areas where gaps have been identified the institution implements new programs and projects to support the successful completion of the respective action item. Funds are available through the President's Office (\$700,000 annually) to support implementation of such programs.

One example of a new program developed as a result of 2010 data assessment is the "Support for Student Success" (S3) Program:

- In 2004 the university launched the "Top 10%" program to provide college access to high achieving inner-city students. This program was one of the original action items in the 2010 plan. Through the 2010 assessment mechanism we found that while we were successfully admitting students through this program, some students were not being successful in the classroom. In response, the university launched the

“S3” program to support at-risk students both in and out of classroom. The program was funded through the President’s 2010 funding program.

- The Towson 2010 Strategic Plan reports the results of institutional engagement in the annual 2010 Report Card which is shared with faculty, staff, students, businesses, government, legislators, alumni, and community members.
- Information from faculty annual reports is considered in both promotion and tenure decisions and departmental/college/and institutional strategic planning.
- Data from Involved@TU regarding student community engagement participation is used to identify gaps in campus programs being offered, community engagement opportunities being promoted and other efforts to integrate community involvement into the student experience at Towson University.

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

Yes

3. d. If yes, indicate the focus of those mechanisms and describe findings: Impact on students, faculty ,community, institution

Students:

TU has created co-curricular student-learning outcomes that are assessed on a systematic basis through various departments and programs. Some learning outcomes specifically measure student behaviors and attitudes related to civic engagement. These learning outcomes are used to assess how students are benefiting and learning from programs and services and provide information for planning and decision-making throughout the campus. Student learning outcomes related to community engagement include: developing compassion, integrity, and social responsibility, fostering a commitment to the community and the common good; perceiving themselves as contributing members of their communities and understanding their roles as citizens and leaders; and increasing their self-awareness, appreciation of others, and diverse interactions, resulting in mutually beneficial outcomes and relationships. TU annually administers student surveys to capture information about student attitudes and behaviors related to community engagement including the National Survey of Student Engagement (NSSE) and Cooperative Institutional Research Program (CIRP) Surveys.

The Career Center and various colleges assess student internship experiences, collecting information about impact on students’ career skills, curricular learning outcomes, personal ethics and experience in diverse environments.

Faculty:

The 2010 Report Card measures how faculty are being impacted by the institution's community engagement activities. The following examples were included in the most recent Report Card:

- An increase of over 120% in grants and contracts since 2004; as an applied research university, the majority of our awards are for community based research
- The College of Graduate Studies and Research created an Advisory Board to assist faculty in applying for grants
- College of Fine Arts and Communications faculty we given an opportunity to work with Maryland gifted and talented middle school students through a partnership with the Maryland Summer Center held at TU
- Three 2+2 programs with Anne Arundel Community College, the Universities at Shady Grove and Harford Community College were developed to address teacher shortages in Maryland

Faculty Annual Reports are used by department chairs and college deans as well as the Provost's Office to assess and measure the impact of the institution's engagement on faculty as it relates to faculty workload.

The Faculty Survey of Student Engagement recently launched assesses faculty perceptions of the impact the institution's engagement is having on students as well as faculty/staff.

Community:

The 2010 Report Card measures how the community is being impacted by the institution's community engagement, new partnerships in the most recent 2010 Report Card include:

- Formed external partnerships to build additional student housing
- Partnered with University of Maryland School of Dentistry to support oral health needs of underserved adults; \$10,000 in federal funding and other funds have been committed to provide \$330,000 for family dental health in Cherry Hill
- Partnered with Baltimore County to open TowsonGlobal, an international business incubator

- Expanded relationship with Fort Meade, Fort Detrick, Aberdeen Proving Grounds, and Edgewood Arsenal; identified security related workforce needs resulting from recent BRAC decisions and federal facility expansions
- Launched the Hackerman Academy resulting in a new partnership with the Maryland Science Center. The Academy's purpose is to attract students into STEM majors and to prepare teachers to teach in local schools in these disciplines. The partnership will provide advanced training in math and science to existing teachers in Maryland.
- Established new partnership with NPR, Harris Corporation and Towson to make radio more accessible to hearing impaired worldwide. The initiative will leverage cutting-edge HD Radio™ technology to enable hearing-impaired people to "see" live radio content on specially equipped receivers by applying television closed-captioning processes to radio broadcasts.

Institution:

The 2010 Report Card measures the impact of community engagement on the institution:

- Towson University has hosted and partnered with the Maryland Special Olympics to bring their Summer Games to campus. This partnership has impacted the institution by providing opportunities for faculty/staff and students to volunteer, increasing community awareness regarding the Special Olympics population and increasing the University's exposure to the community.
- Successful radio and TV ads featuring the Towson University-Cherry Hill Partnership have created wide awareness of Towson's leadership in the community. Subsequently, there have been requests to expand the services Towson University provides in Cherry Hill, which include K-16 programs, community development, and a specialized reading clinic, to other areas. Additional programs have been developed based on interest and need.
- The university's radio station, WTMD, has received a grant from the Corporation for Public Broadcasting (\$100,000) for community service related programming
- TU recently received \$743,000 in federal line item awards this year to support engagement programs including the Towson University-Cherry Hill Partnership, BRAC programs and the Forensic Science Institute partnership with Baltimore City Crime Labs

3.e. Does the institution use the data from the assessment mechanisms? YES

Assessments used to measure the impact of institutional community engagement on students are used in the following ways:

- Assessment of campus-wide student learning outcomes is used for programmatic decision making and resource distribution. It is also used to identify gaps in the student experience in areas such as civic engagement.

New programs developed from assessment review include the “*NY Times* Readership Partnership” and expanded service learning offerings.

- NSSE and CIRP data is used annually for strategic planning and budget allocations. Survey results are assessed and used to implement new co-curricular programs and adjust and enhance academic programs and departments.
- The Career Center uses assessments to improve student internships experiences and broaden opportunities. Information is also used to develop workshops to meet student and faculty needs.

Faculty community engagement activities reported in annual reports are considered in promotion and tenure decisions where appropriate.

Information from the recently piloted Faculty Survey of Student Engagement is being used to evaluate curricular as well as co-curricular student programs and increase faculty-student interaction outside of the classroom.

The primary mechanism for measuring the impact of community engagement on faculty, community, and the institution is the [TU 2010: Mapping the Future](#) milestone tracking and assessment process. All data from the impact assessments is used for strategic planning, decision making, budget allocation, and new initiative development. For example:

- Assessment of TU 2010 programs designed to attract students into STEM and Nursing majors is used to determine funds needed to expand these programs to better address the region’s workforce shortages
- Towson’s multiple partnerships with Baltimore City Schools are assessed by tracking TU 2010 milestones. These partnerships include internship and tutoring programs as well as Towson’s College of Education acting as manager of select Baltimore City Schools.

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

[The TU 2010: Mapping the Future Strategic Plan](#) includes 23 goals and 86 specific action items within five major themes:

- Enrollment Management, Growth and Mix
- Student Experience and Success
- Partnerships Philosophy
- Resources for Success
- Telling and Selling the Story

Engagement-related TU 2010 goals:

- Develop select undergraduate and graduate programs and initiatives to meet workforce needs
- Develop co-curricular activities to encourage student engagement in the University Community
- Affirm and enhance the educational experience we provide...while addressing workforce needs of the state
- Engage students in off-campus education experiences
- Serve and continue to evolve as a workforce engine for the state
- Expand outreach efforts to promote economic development and address social issues within the state
- Strengthen linkages to local, state, and federal governments
- Establish new partnerships
- Convey Towson's message to the external community
- Make the arts and athletics key components of campus life and use both as links to the external community
- Solicit feedback from our graduates and their employers to measure our success

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

The university provides professional development opportunities for faculty and staff related to community engagement. For example: Service-learning workshops for faculty featuring national service-learning experts; and the Service Learning Faculty Fellows Program engages faculty who want to develop a service learning course. Faculty fellows receive a stipend and ongoing professional development.

The university offers financial and administrative support for faculty and staff interested in leading a conference or event related to community engagement. For example: the Baltimore Immigration Summit, held biennially, addresses immigration issues important to the Baltimore community; and the first annual Metropolitan Housing Dilemmas and Solutions Symposium in 2008 which examined gentrification in Baltimore City.

- Towson's annual [Multicultural Conference](#), hosted by the campus's Multicultural Institute, brings together faculty, staff and students to explore issues of diversity and how these relate to individual's roles in the larger community, region and world.
- The Cliff and Camille Kendall Award annually provides professional development funds to individuals for community engagement work related to advancing Towson 2010 strategic plan
- The president and provost host the January Conference which includes sessions, speakers and discussions related to important faculty issues.

Conferences include community engagement components, for example: the importance of community-based research and scholarship in faculty academic agendas and integration in promotion and tenure policies.

- Many faculty and staff members attend conferences related to community engagement and have presented on Towson University's successful partnerships and projects. Conferences include the American Democracy Project, National Society for Experiential Education, Coalition of Urban and Metropolitan Universities, and the Outreach Scholarship Conference.

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

The community has a voice in institutional and departmental planning for community engagement through a variety of avenues, including advisory boards and membership organizations.

Towson University integrates input from community partners to develop community engagement initiatives that fulfill our mission as a Metropolitan University committed to the community. Advisory Boards that provide input include:

- [Towson University Board of Visitors](#)
- [Towson Global International Incubator Advisory Board](#)
- [Cherry Hill Learning Zone Initiative Steering Committee](#)
- Towson University College Advisory Boards, including:
 - [College of Business and Economics Advisory Board](#)
 - Fisher College of Science and Mathematics Advisory Board
 - Department of Mass Communication and Communication Studies Board of Advisers
 - Department of Accounting Advisory Board

University administrators hold memberships and leadership positions on community boards to engage in dialogue regarding the University's community engagement. Membership examples include:

- [The Coalition of Urban & Metropolitan Universities \(CUMU\)](#)
Towson University president serves as CUMU president & TU serves as CUMU's international headquarters
- [Baltimore County Chamber of Commerce Board of Directors](#)
VP for University Advancement serves as 1st Vice Chairman
- [Towson Chamber of Commerce Board of Directors](#)
VP for Student Affairs serves on Board
- [Greater Towson Committee](#)

- VP for Administration and Finance serves on Board
- [Greater Towson Council of Community Associations](#)
President's senior staff and Towson University's SGA officials regularly attend meetings and VP for Student Affairs co-chairs University Relations Subcommittee
 - [County Executive's Advisory Board for Higher Education](#)
President or designated senior staff serve on Board
 - [Governors Workforce Investment](#) Board (GWIB)
President chairs the Education Industry Initiative Steering Committee
 - [Baltimore Collegetown Network Board of Directors](#)
VP for Student Affairs serves on Board
 - Maryland Campus Compact
VP for Student Affairs representing TU as a founding member

Supplemental Documentation

1. Does the institution have search/recruitment policies that encourage the hiring of faculty with expertise in and commitment to community engagement? YES

Towson University's colleges and departments seek faculty who have been engaged in the community through their respective disciplines. The University has an institutional practice of recruiting and hiring faculty with a commitment to community engagement. Each faculty vacancy announcement includes the following passage that emphasizes Towson's commitment to community engagement and sets expectations of new hires:

"The University places a strong emphasis on service learning and civic engagement through such activities as internships, practica, clinical placements, course assignments, and student events. As the Baltimore area's largest university and Maryland's Metropolitan University, Towson articulates its research and scholarship mission through partnerships that link the University to the economic, educational and cultural life of the state of Maryland and the mid-Atlantic region."

An example of a recent vacant position description announcement illustrates this expectation of engagement:

- The Department of Early Childhood Education seeks two faculty members for Fall 2008 at the Assistant Professor level to provide leadership to the Department and its students in the areas of literacy, reading, and children's writing, as well as curriculum, technology, assessment, and for graduate students, critical perspectives in child development and research methods. Teaching and mentoring interns in the field of early childhood education will be at both the undergraduate and graduate levels. The positions also involve

scholarship, grant/contract efforts, and leadership in Professional Development School partnerships as well as with the Maryland State Department of Education and serving as a liaison in the Baltimore Metropolitan and surrounding areas and with other local, regional, and national organizations, agencies, and professional groups.

2. a. Do the institutional policies for promotion and tenure reward the scholarship of community engagement? YES

TU's Faculty Handbook, which addresses promotion, tenure and merit, defines scholarship. Much of the community engagement work done by faculty is rewarded through the Scholarship of Application.

In a campus-wide memorandum announcing the review procedure and newly promoted faculty members, the Provost states "In the process of an annual implementation of flexible workload agreements for individual faculty members, and as members of a metropolitan university, we need to be cognizant of our responsibility to the broader community in which we live and work. Faculty members' contributions to the University community and to the political, social, economic and cultural life of the Baltimore region were also weighed in the overall evaluations of portfolios."

In January 2008, TU's president and provost presented the revised "*Towson University Faculty Roles and Rewards: Teaching, Research, Service Redefined*" which describes the institution's alignment with Boyer's *Scholarship Reconsidered* where four areas of scholarship are defined, including Scholarship of Application. Scholarship of Application at Towson University "applies to works that link the scholarship of a discipline to the values and mission of the academy and the greater needs of society. The scholarship of application addresses the question, 'How can knowledge be responsibly applied to consequential problems?' Such scholarship might include technical assistance, policy analysis, consultation, program evaluation and the like. These scholarly activities are encouraged to increase the visibility of the university scholar's application to the community."

As faculty engagement with the community increases, the University focuses efforts on reinforcing promotion and tenure policies rewarding engagement. One objective of the Civic Engagement Advisory Board, which includes the Provost, VP for Student Affairs, Deans and Department chairs, is to clarify and promote the use of the Scholarship of Application in recognizing community engagement work.

2.b. If yes, how does the institution classify community-engaged scholarship? (Service, Scholarship of Application, other) YES

Towson classifies community-engaged scholarship through the Boyer model of Scholarship of Application. As noted above, the faculty roles and rewards handbook illuminates Scholarship of Application: "Scholarship is widely interpreted and may take

many forms...Faculty engage in research that is applied, finding new ways to use knowledge for practical purposes, including the scholarship of teaching or of solving problems within academic or the larger community.”

3. Do students have a leadership role in community engagement? What kind of decisions do they influence (planning, implementation, assessment, or other)? YES

The Student Government Association requires all of the University’s 200 plus student organizations to complete community service to maintain student group status. Student organizations and individual students work with staff and community groups to develop various engagement activities such as TigerThon, an annual dance marathon to raise money for Johns Hopkins Children’s hospital; Relay for Life, which brought together 550 students and community members and raised \$38,000 for cancer research; Light the Night and numerous annual fundraisers executed by fraternities and sororities. Students drive the plan, execution and follow up assessment of each activity. A student committee, with the help of an advisor, plans Alternative Spring Break trips, allowing students to perform community service in cities such as New Orleans and Atlanta.

Students are represented on all standing university committees. Three student representatives sit on the Civic Engagement Advisory Board; at least two students serve on each of five civic engagement subcommittees, influencing university community engagement in service learning, community service, environmental initiatives, political engagement and more. Students helped plan the Deliberative Polling Event held in May and facilitated small group discussions. Student leaders sit with upper level administrators on community boards: the Towson Chamber of Commerce and the Greater Towson Council of Community Associations University Relations committee. Students not only interact with the outside community but work with community members and university staff to plan activities. The inaugural Towson Clean Up Day brought nearly 500 students and community members together to beautify the town while becoming acquainted. Students served on the *Tomorrow’s Towson* Steering Committee to help develop a blueprint for a more “vibrant, lively downtown attractive to and connected to the rest of the Towson community.”

Internship and service learning course evaluations also enable students to assess the university’s community engagement.

4. Is community engagement noted on student transcripts? YES

The university recently launched a co-curricular student transcript capturing engagement data. Involved@TU is an interactive web site that allows students to upload information about student group involvement and other co-curricular activities. This includes community service and community engagement activities as well as

non-credit internships and similar experiences. The Division of Student Affairs continues to examine how community engagement activities can be highlighted and specified on the student co-curricular transcript. Community engagement activities such as internships, practicum and other field studies are documented on the traditional student academic transcript.

5. Is there a faculty governance committee with responsibilities for community engagement? YES 181/200

The Civic Engagement Advisory Board was created by the president and is co-chaired by the provost and vice president for Student Affairs. The advisory board's purpose is to "facilitate the growth of civic engagement at Towson University by setting an institutional agenda, reviewing recommendations from working groups and developing strategies for securing resources to increase opportunities and understanding." The advisory board is made up of deans, chairs, faculty, staff and students; it encompasses five subcommittees, each focused on a particular area of civic engagement, including service learning, political engagement, community principles, environmental initiatives and community service. Nearly 60 students, faculty and staff are part of the advisory board and subcommittees and these individuals focus on bringing various campus and community stakeholders together to develop campus-wide community engagement initiatives.

There are also multiple governing bodies within the seven colleges responsible for community engagement activities in each college. As an example, the College of Education is counseled by the Teacher Education Executive Board, the Professional Development School Network and the College Council in developing and evaluating community engagement initiatives in teacher education.

Section 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.

1. a. Does the institution have a definition and a process for identifying service learning courses? YES

The Service-Learning Task Force, established in 2003, developed a definition of service learning for the campus:

"Service learning is a form of experiential education in which students engage in activities that address human and community needs together with structured

opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts of service-learning.”

In the 2008-2009 academic year the Service Learning Subcommittee will be finalizing service learning course criteria and a review process to include the University Senate. Additionally, the sub-committee will work with the Office of the Registrar to have service learning courses designated in the course catalog and on the university’s course registration system.

Information provided in 1.b. – 1.e is estimated from recent faculty and department surveys and dialogue. The Service Learning Subcommittee will also work in the next year to:

- establish more systematic ways of collecting applicable information using the new interactive Engagement web site
- include more specific questions about service learning in Faculty Annual Reports

1. b. How many formal for-credit Service Learning courses were offered in the most recent academic year?

1,000 (500 per semester)

10 % of total courses

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

31 departments, or 82%

1. d. How many faculty taught Service Learning courses in the most recent academic year?

250 faculty members participated, or 18% (based on total number of faculty to include all types)

1. e. How many students participated in Service Learning courses in the most recent academic year?

7,500 participated, or 38% of total students

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

- TU established campus-wide learning outcomes for students’ co-curricular engagement with community. These outcomes assess the student’s engagement experience holistically, evaluating the combined effects of

curricular and co-curricular community engagement. The [Student Affairs Assessment Committee](#) implements annual assessments of these learning outcomes so that a broad cross-section of the student body is evaluated annually. These learning outcomes, defined in an institutional [document](#) developed in 2007, include:

- Develop compassion, integrity, and social responsibility, fostering a commitment to the community and the common good.
 - Perceive self as a contributing member of their communities and understand their roles as citizens and leaders.
 - Increase self-awareness, appreciation of others, and diverse interactions, resulting in mutually beneficial outcomes and relationships.
- The Career Center established learning outcomes for students completing off-campus internships. These learning outcomes are campus-wide in scope and assessed through student self-evaluations. Student self-evaluation forms are found on the Career Center [web site](#) and accessible to students, faculty and community partners.
 - The Office of Assessment works with individual departments to relate department objectives, including student learning outcomes, to the TU 2010 plan which focuses on community engagement.

2. b. Are there departmental or disciplinary learning outcomes for students' curricular engagement with the community? YES

- Most colleges and/or departments have learning outcomes and objectives for disciplinary internships, in addition to the campus-wide learning outcomes established by the Career Center.
- Departments that involve students in curricular engagement with the community develop disciplinary learning outcomes that guide course construction and objectives. The Family Studies and Community Development Department and departments in the College of Health Professions and the College of Education are examples of disciplines that have such standardized learning outcomes.
- Colleges with external reviewers, such as the College of Education, College of Health Professions and the College of Business and Economics are required to evaluate students using specific learning outcomes related to community engagement.
- Individual service learning course syllabi identify student learning outcomes for curricular engagement with the community. The University hosts service learning workshops to help faculty develop learning outcomes. Student learning outcomes identified by faculty for service learning courses include:

- The development of appreciation and/or empathy for the perspective of others
- A greater awareness of one's responsibility to contribute to one's community and society
- An appreciation of and ability to engage productively in a diverse society

2.c. Are those outcomes systematically assessed? YES

- The Career Center evaluates student learning outcomes through internship evaluations completed by the student, sponsoring faculty member and internship supervisor each semester.
- The Division of Student Affairs assesses community engagement student learning outcomes through student surveys at various events including students of different ages, collecting demographic information to study trends as students progress in their college careers.
- The institutional learning outcomes for community engagement developed through the Office of Assessment will be assessed through entrance and exit surveys and department assessments tailored to specific disciplines.
- Departmental engagement learning outcomes and objectives are measured with surveys and evaluations completed by students, internship supervisors and faculty sponsors at the end of student disciplinary internships.
- Departmental engagement learning outcomes are assessed through evaluations for courses that include community engagement activities: service learning, field studies, practica, etc. Student grades in these courses are also used to assess targeted learning outcomes. Often the community partner for the curricular engagement will complete an evaluation of the student(s).

2.d. If yes, how is the assessment data used?

Assessment data is used by the institution, colleges, departments and individual faculty and staff to improve curricular and co-curricular learning experiences in which Towson University students are engaging with the community.

Assessment data is used to:

- Evaluate student performance and learning
- Evaluate course effectiveness in regard to student achievement of learning outcomes
- Evaluate co-curricular programming effectiveness
- Improve community engagement programs and projects
- Adjust courses and internships to help students achieve learning outcomes related to community engagement
- Improve internships
- Revise course expectations

- Revise the design of community placements
- Add or change student competencies being measured
- Better communicate with community partners about expectations
- Ensure that the community engagement is benefiting both the university and community partner
- Provide feedback to community partners to continuously improve and develop more effective programs and projects

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

Student Research Student Leadership Internships/Co-ops Study Abroad

Student Research

Faculty involved in community based and applied research include students who receive credit for collaboration on research projects. Students present their research at regional and national conferences and to State legislators on “Research Days.” For example:

- A student and two professors studied blind computer users and developed a computer application to make visual online security tests (CAPTCHAs) accessible for the blind and visually impaired. They partnered with the National Federation of the Blind and the prototype is being honed. The student travelled to national conferences to present on the prototype.

Student Leadership

Students organize and execute large community engagement programs: TigerThon (a dance marathon benefitting Johns Hopkins Children’s Hospital); Relay for Life (12 hour walk benefitting cancer research); Light the Night (a walk and rally benefitting the Leukemia and Lymphoma Society); and Alternative Spring Breaks. Students lead these efforts, working with community partners. Student programs such as LeaderShape emphasize community engagement. Students sit on the Service Learning Subcommittee and other boards and committees responsible for community engagement activities.

Internships/Co-ops

- In the past academic year more than 1500 students participated in internships
- More than 5,200 students participated in professional experiences including internships and courses such as clinicals, practica and student teaching
- In the College of Health Professions, College of Business and Economics, and College of Education, 100% of students will complete an internship in the community. There are currently over 8,000 students in these three colleges

Study Abroad

Recent TU study abroad courses in Panama & Costa Rica included service learning components. Several of the winter and summer semester study abroad programs allow students to complete volunteer work in their host country. TU is currently collecting information so they can identify programs incorporating service/volunteer options for students.

3.b. Has community engagement been integrated with curriculum on an institution-wide level? YES

If yes, indicate where the integration exists:

Core Courses**First Year Sequence****In the Majors****Graduate Studies****Capstone (Senior Projects)****General Education**Core Courses

Majors integrating community engagement in core courses: Family Studies and Community Development core courses require students to work in and with community agencies (200 students); nursing majors complete eight core courses in community based environments: clinics, hospitals, nursing homes, community agencies (750 students); the Professional Year (student teaching and internships) is required for Teacher Education, with students completing a school/community service learning project and Action Research (2,300 students)

In the Majors

Some majors integrating community engagement with their curriculum: MB3 (Molecular Biology, Biochemistry and Bioinformatics), Environmental Science and Forensic undergraduate majors are required to participate in an internship or community-based practicum; College of Health Professions majors participate in community-based practica with approximately 200 facilities and community programs. (2,800 students)

Graduate Studies

Graduate programs integrate community engagement with their curriculum: Speech, Language and Pathology graduate students complete clinical practica (95 students); Instructional Technology/School Library Media graduate students complete practica in school libraries (900 students); and Occupational Therapy and Occupational Science graduate studies complete "Health Promotion Initiatives in the Community." (150 students)

Capstone (Senior Projects)

College of Business and Economics majors complete a “Professional Experience” internship course their senior year. (3,000 students); and The Honors College has three capstone options for graduating seniors, one of which is a service learning project. (750 students)

General Education

A General Education review team at Towson is developing a model pertinent to the 21st century. New GenEd requirements will include community engagement, with a suggested required category of “Metropolitan Studies” or “Metropolitan Seminar”. This category will engage students with the Greater Baltimore community.

4. Are there examples of faculty scholarship associated with their curricular engagement achievements (action research studies, conference presentations, pedagogy, workshops, publications, etc.)? YES

Every year TU faculty participate in scholarly activities associated with their curricular engagement achievements, below are some examples:

Publications:

- Dr. Karen Dugger, Women’s Studies, published "[The Handbook on Service Learning in Women's Studies and the Disciplines.](#)"
- Dr. Morna McDermott and co-researcher Dr. Nancy Shelton (UMBC) have created an arts-based literacy course which includes after school tutoring in Cherry Hill and at the Catonsville Children's Home. Their work will be published in the forthcoming book, *Evidence-based Quality Literacy Tutoring Programs*.
- Dr. Beth Merryman, Occupational Therapy, integrated Occupational Therapy students in her work with a voice simulation exercise program teaching people about severe and persistent mental illness. Her work is being published in “Occupational Therapy in Mental Health.”
- Dr. Alison McCartney, Political Science, writes about civic engagement projects and international affairs, “Journal of Political Science Education”, vol. 2, no. 1 Jan. 2006.

Presentations:

- Dr. Mike O’Leary, Computer Science, has worked with TU students on research supported by the National Institute of Justice (NIJ) to develop and implement in software a mathematical algorithm that would help police departments determine an optimal search area for a serial criminal. Dr. O’Leary has presented the ongoing work at a number of national and international meetings including the NIJ Conference.

- Dr. Elizabeth Clifford, Sociology, bi-annually plans the “Baltimore Immigration Summit” and has published an article related to her students’ involvement in the conference in the Newsletter of the American Sociological Association Section on International Migration. Dr. Clifford also presented research related to the summit at the 2006 CUMU conference and the Walden University Conference on Social Change.
- Dr. Matt Durlington, Anthropology, organized the conference, “Metropolitan Dilemmas,” focusing on gentrification in Baltimore City. The conference was a direct output of field work with an urban anthropology course “Life in the City.”

B. Outreach and Partnerships

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

1. Indicate which outreach programs are developed for community:

Learning Centers

Tutoring

Extension Programs

Non-Credit Programs

Evaluation Support

Training Programs

Professional Support Centers

Other _____

YES

Towson University outreach programs cover a broad section of the community and some examples include:

Learning Centers

- [Osher Life Long Learning Institute at TU](#), offers adults age 50 and older opportunities for continued learning and social and cultural enrichment
- [The Maryland Writing Project at TU](#) provides writing education programs, including a summer institute serving over 800 teachers

Extension Programs and Non-Credit Programs

- [The Extended Education and Online Learning \(EEOL\)](#), provides non-credit, online, certificate and extension programs.
- [The Center for Applied IT](#) provides seminars and consulting regarding information assurance

- The Teacher Academy of America, a statewide professional exploration program for high school students interested in becoming teachers

Professional Support Centers/Evaluation Support/Training Programs

- Towson is nationally recognized for its [Professional Development Schools](#) at 115 sites throughout Maryland
- [The Small Business Development Center](#) and [TowsonGlobal](#) provide consulting services for business planning, training and professional development
- [The Center for Leadership in Education](#) offers resources in educational leadership state-wide including training, system support for schools and government, and research

Tutoring

- [TU Reading Clinic](#) provides tutoring in reading on campus and at various community sites such as Cherry Hill in Baltimore City
- [TU Academic Achievement Center](#) established TU GEAR UP mentoring program for high school and middle school students
- 150 TU students tutor elementary and middle school students in math and reading through the federal work study programs TUTORS and America Counts
- The [TU Speech and Debate team](#) partners with the Baltimore Urban Debate League to mentor urban middle and high schools students, including 60 schools and over 1,000 students annually.

2. Which institutional resources are provided as outreach to the community? YES

Co-Curricular Student Service

- Approximately 6,000 Towson University students performed over 120,000 hours of service during 2007-08.
- Students annually organize events for the larger community such as TigerThon, Light the Night and Relay for Life

Work/Study Student Placement

- 94 out of 279 federal work study students were placed in community service positions in FY 2008.

Cultural Offerings

- [The African American Cultural Center](#) provides activities and resources on issues and aspects of African American cultural life, hosting lectures for students, faculty, and community members.
- Towson hosted the [Hispanic Youth Symposium](#) which brought hundreds of Hispanic school students to TU to provide programming aimed at college access.

- [The Asian Arts & Culture Center \(AACC\)](#) promotes the art and culture of Asia through programming for the local community and includes art exhibitions, concerts, lectures, films, workshops and demonstrations.

Athletic Offerings

- Proud Athletes Who Serve (PAWS) participated in hundreds of community development events including Pigskin Pass to benefit Special Olympics.
- TU annually opens its doors to host outreach events including the Maryland Special Olympics and Marathon Kids, a program committed to reducing youth obesity.

Library Services

- The Albert S. Cook Library is a public library providing technology services, workshops and over 580,000 books to students and the community.
- In September 2007, the library partnered with the National Endowment for the Arts to host the kick-off event of “The Big Read,” featuring university and Baltimore County leadership, students, faculty, staff, and the greater community.

Technology

- TU partnered with Baltimore County to provide free WiFi internet access in the “downtown” Towson area. TU provided the internet connection while the county installed the wireless equipment.

Faculty Consultation

- The TU website has a community-accessible page titled “Find an Expert.”

3. PARTNERSHIP GRID—See Spreadsheet at end of document

4.a. Does the institution or do the departments work to promote the mutuality and reciprocity of the partnerships? YES

Towson values mutuality and reciprocity in our partnerships and promotes them through marketing, our mission statement, and strategic planning.

- One of the themes of TU2010 is “Partnerships Philosophy.” The university is committed to increasing our partnerships and sustaining the principles of mutuality and reciprocity. Some examples include:
 - The Cherry Hill Learning Zone initiative is a partnership among the Baltimore City Public School System, Baltimore City government, TU and Cherry Hill's grassroots organizations. The partnership leverages resources to build upon the Cherry Hill community's strengths to meet its

needs and nurture its potential. The partnership also provides curricular opportunities for our students and research for our faculty.

- The Honors College at Towson signed MOU's with five nearby community colleges. The MOU's were showcased as a model for two- and four-year colleges at the National Collegiate Honors Council Annual Meeting.
- The Hackerman Academy partners with the Maryland Science Center to sponsor lectures and programming bringing science to teachers across the state and young people in the community.
- TU has adopted the Coalition of Urban and Metropolitan University's (CUMU) [Declaration of Metropolitan Universities](#) that pledges to "Develop creative partnerships with public and private enterprises that ensure the intellectual resources of our institutions are fully engaged in mutually beneficial ways." TU serves as the headquarters for CUMU.
 - In 2007, TU hosted the 13th annual CUMU Conference, "[Community Engagement and Metropolitan Universities](#)." Bringing over 350 university and community representatives to present on topics such as strategic partnerships and institutionalizing community engagement.
- Towson is a founding member of the developing Maryland Campus Compact. This organization supports community engagement work at institutions of higher education, in part by providing resources to help institutions and their community partners assess whether partnerships are mutually beneficial and meeting both parties needs.

4.b. Are there mechanisms to systematically provide feedback and assessment to community partners and to the institution? YES

The institution and community provide systematic feedback to each other through representation on advisory boards and membership organizations, and the distribution of newsletters, report cards, and other communication tools. This feedback is assessed and used in strategic planning and resource allocation.

Some examples include:

- The Vice President for Student Affairs co-chairs The University Relations Committee, founded by the [Greater Towson Council of Community Associations](#), which consists of community leaders, student leaders, and university staff members who discuss issues related to students and the community. These monthly discussions are a form of systematic feedback and assessment.

- The ConnectTU community newsletter serves more than 12,000 community members and partners within a 1 mile radius of campus. The newsletter provides communication directly from the university to the community partners in addition to university representatives that regularly attend monthly community meetings.
- The *Towson University 2010: Mapping the Future* strategic plan brochure and the *2010 Annual Report Card*, which is distributed to faculty, staff, students, and community members, dedicate entire sections entitled “Partnerships Philosophy” to community engagement that emphasize reciprocal institutional partnerships with the surrounding community.
- Community perceptions compiled through the Deliberative Polling process will be shared with the campus and surrounding community at the beginning of the fall term. Results will be published in the university newspaper, presented to various administrative, student and faculty groups, and sent to community associations and the local newspaper. The data will be used by University administration to guide decision making processes as Towson continues to grow and strive to fulfill its mission as a Metropolitan University. The university leadership is currently discussing how this process can be used for future assessment of community perceptions of Towson University’s engagement with the community.

5. Are there examples of faculty scholarship associated with their outreach and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.)? YES

Every year numerous T.U. faculty participate in scholarly activities associated with their outreach and partnership activities, below are some examples:

Publications/Reports:

- Dr. Daraius Irani and Jeff Micheals published the fiscal impact report regarding the State of Maryland joining the Regional Greenhouse Gas Initiative, this was a partnership with the Maryland Department of the Environment.
- Dr. Jane Neapolitan, Dr. Thomas Proffitt, Dr. Terry Berkeley from the College of Education at TU and Cheri Wittmann from Maryland State Department of Education published a seminal work on PDS, “Traditions, Standards, & Transformations: A model for Professional Development Schools.” New York: Peter Lang Publishing, Inc. in 2004.
- Dr. Christine Eith partnered with Captain John Skinner of the Baltimore City Police Department to develop a survey that asks victims of crimes about the

quality and nature of the response of the Police Department handling their cases.

Presentations:

- Dr. Mary Lashley, Nursing, partners with the Helping Up Mission in Baltimore City and provides health screening and oral health education. At the 2008 Service Learning Conference she presented “Promoting Oral Health Among the Inner City Homeless: A Community-Academic Partnership.”
- Dr. James Roberts presented at the American Democracy Project National Meeting in June 2008 about his work in organizing Towson University’s community Deliberative Polling Project on the topic of “The Role of a Growing Metropolitan University in the Community.”
- Dr. Rommel Miranda and Dr. Jennifer Scott, Astronomy and Geo Sciences, partners with teachers in Baltimore City to provide astronomy education and programming. He presented “Promoting University, Community, and K-12 Public School Partnerships: Current Research Trends in Urban Science Outreach Programs” at the 2007 CUMU Conference.

IIB3 Using the following grid, describe representative partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships).

TOWSON UNIVERSITY	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
1	Professional Development School Network (PDS)	115 School sites in 12 Maryland school systems	5 of 6 Academic Colleges at Towson University	Prepares TU interns with the standard-based knowledge, skills, and dispositions to become successful teachers; improves P-12 student achievement and provides professional development for current teachers.	Ongoing since 1995	Approximately 70 Faculty; including, 50 PDS liasions and 20 intern supervisors annually	Approximately 1,350 student interns annually	Approximately \$3,000,000 over the past 10 years	TU/PDS has won numerous national awards; TU/PDS colleagues have published 3 books & numerous journal articles	It is well documented that PDS interns improve P-12 student learning and PDS participation improves teacher reterrtion by 50%
2	Wellness Center and Senior Fitness Centers	Baltimore County Department of Aging (BCDA) and St Joseph Medical Center (SJMC)	College of Health Professions	The community recieves services and provides practicum students the opportunity to develop their presenation and clinical exercise physiology skills in eight BCDA Senior Fitness Centers in Baltimore County, MD. and in the Wellness Center at Towson University.	BCDA Senior Fitness Project since 2003 SJMC partnersip since 1995	5-6 Exercise Physiologist from the TU Wellness Center and 10-12 Staff in the BCDA Senior Fitness Project	110 students involved annually	BCDA Contract is \$325,000 St. Joseph Medical Center Grant is nearly \$39,000.	TU Faculty and Staff have access to the services of the Wellness Center including; fitness testing, screening, and exercise prescriptions. Additionally, students in the College of Health Professions develop and conduct educational programs and gain valuable experience in their fields.	Both the BCDA and SJMC partnership are providing vital health, nutrition, and wellness resources for the community. We are currently serving 3,790 Senior Citizens in the region through our services and programs
3	TowsonGlobal Business Incubator	Baltimore County Department of Economic Development, Maryland TEDCO, and Maryland Department of Business and Economic Development	Division of Economic and Community Outreach (DECO)	Serve as gateway to international markets for product-oriented Maryland companies and as a magnet for foreign companies looking to market their products in the Mid-Atlantic Region.	Ongoing since 2007	Approximately 7 annually	Approximately 7 annually	\$550,000 from Small Business Administration, TEDCO and Baltimore County	Impacts include: Strengthening partnership with Baltimore County, state, regional, national and international business and government organizations to increase collaborative opportunities for contracts, facilitating joint project with Germany based incubators, providing research opportunities for faculty through strategic partnerships, provide educational opportunities for students through workshops and lecture series.	TowsonGlobal is currently assisting 5 entrepreneurial ventures with the establishment and expansion of their businesses, and have counseled upwards of 30 entrepreneurs on their business plans and other start-up activities. The establishment of the incubator, its programs and relationships directly furthers Towson University's mission to be Maryland's Metropolitan University and helps forge stronger links between the university and the communities served across the region.
4	The Speech, Language and Hearing Center at Towson University	Metropolitan area hospitals and nursing homes, Maryland Department of Education Public School System, Lions Club Association, Special Olympics, Baltimore County Department of Aging, Metropolitan Private School Network	College of Health Professions; Department of Audiology, Speech-Language Pathology and Deaf Studies	The Speech, Language and Hearing Center at Towson University is dedicated to improving communication for individuals of all ages. The professional staff and student interns provide speech and hearing screenings, evaluation and treatment services to the regional community and TU faculty, staff, and students.	Ongoing since 1964	Approximately 92 faculty annually; including 32 clinical faculty and researchers and 60 intern supervisors	Approximately 165 annually	\$75,000 from Constellation Energy; \$70,000 from OTICON Hearing; \$8,000 from the Mid-Atlantic CIO Forum	The Center provides a highly valued resource to the community that connects potential future students to the campus. TU students are provided hands on experience through clinical programs in speech language, and hearing disorders and teaching and presentation experiences. In addition, faculty are actively engaged in applied clinical research that has resulted in numerous publications.	As a metropolitan university, TU is serving the region by providing health services for the community. The Center at TU directly services over 4,500 clients annually. In addition, through outreach, student placements, presentations, screenings, and other activities the center reaches thousands of community members in the metropolitan area.

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5	Cherry Hill Learning Zone	Baltimore City Public School System; Baltimore City Government; Cherry Hill Community Organizations	College of Education	Working together, the partnership is leveraging its resources to build upon the strengths of the Cherry Hill community to meet its needs and nurture its potential in areas related to community development, economic development and educational development. By engaging in sensitive and deliberative conversations with Cherry Hill's civic leaders, community organizations and citizens, the Learning Zone will serve as a resource for the academic success of Cherry Hill's youth and improved quality of life of its residents.	Ongoing since 2005	Approximately 20 annually	Approximately 130 TU Students and over 500 K-12 students annually	Aproximately \$1.25 million	Demonstrates TU Commitment as a metropolitan university; provides experience in an urban setting for TU students and faculty; serves as a vehicle for cross-campus collaboration	Supports pediatric services through Harbor Hospital; supports Pediatric dental services; supports educational services (i.e. GED preparation) through Our House organization; provides Towson University Reading Clinic services to the community; provides professional development for community teachers through the TU Towson Learning Network; provides approximately 80 TU undergraduate tutors in math and reading; provides literacy education services to Head Start families through Project Bridge and Beyond; has provided 100 TU desktop computers to schools in Cherry Hill; provides information about college enrollment to middle and high school students through the College Bound Foundation; provides a variety of programs dealing with substance abuse through the Chemical People Task Force; has examined the needs of middle-grade students and made recommendations to increase student success through a Goldsmith grant
6	Baltimore Urban Debate League	Baltimore City Schools	Department of Mass Communication and TU Speech and Debate Team	To provide the opportunity for Baltimore City high school students to enhance leadership skills, including skills in public speaking and research.	Ongoing since 1998	4 annually	45 TU Students annually and serving over 1000 students a year from over 60 Baltimore city schools	BUDL has received over \$5 million in grants since 1998 but these grants are spread across all of their programs including their partnership with TU	This activity contributes to the stature and reputation of TU in the world of speech and debate. It also helps the university as it seeks to enhance the diversity of its student body. In 2008 two BUDL alums and current TU Speech and Debate team members won the Cross Examination Debate Association National Championships receiving significant national media coverage as the first time a team of african american men have one the tournament.	Students involved are from "under served" urban middle and high schools, and the BUDL specifically focuses on students with "untapped potential, who are disengaged from the contemporary high school classroom. The TU Speech and Debate Team and BUDL believe that helping students succeed in debate not only improves their analytical, speaking and critical thinking skills, but also builds confidence in their academic abilities, all of which are important in preparing for college.

TOWSON UNIVERSITY	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
7	Hispanic Youth Symposium @ Towson University	Hispanic College Fund and U.S. Hispanic Youth Entrepreneur Education	Center for Student Diversity, Division of Student Affairs and the Provost's Office	The symposium serves promising students from counties in north-central Maryland, encouraging them to enter the fields of business, science, technology, engineering, and math. These first generation college students are provided with mentoring, scholarship opportunities, networking, and educational programming. The initiative includes a one-year follow-up program designed to increase Latino knowledge of the milestones and prerequisites needed to prepare for and attend college. This year in Baltimore, it will inspire more students to nurture their dreams and take pride in Hispanic culture with educational workshops, leadership opportunities, mentorship, and an emphasis on academic achievement. Follow-up research by the Hispanic College Fund has shown that participants in the symposia significantly increased their knowledge of the college application process and their interest in internships and community volunteering, as well as	2008 and ongoing	20 Faculty	15 TU Students and 200 Maryland high-school students	Sponsors of the program include: Kaiser Permanente, Northrop Grumman, and Mastercard. Additional grants have been received from the Kauffman Foundation	TU gained significant marketing exposure to over 1500 hispanic high school students from across the country to recruit as potential students. TU is committed to increasing diversity across campus and this symposium provides not only great access to potential students but also professional development for our faculty for interacting with the Hispanic student population. The symposium also provides extensive market research related to the preferences and concerns of the Hispanic community to the institution. The partnership with USYHEE brings Hispanic leaders from across the state and region to our campus and creates opportunities for strategic partnerships.	The symposium provides high school hispanic students with educational opportunities and specifically information on how to attain their goals. 90% of the participating students are first generation college students and this symposium provides an attainable pipeline to college and eventually the job market. This program is changing the culture of the graduating high school generation. Additionally, TU has created a scholarship grant program where any student that participates in one of the hispanic youth symposiums and is admitted to TU will receive \$2,000 spread throughout their 4 years and a matching scholarship grant with the Hispanic College Fund for up to \$8,000.
8	Maryland Writing Project at Towson University (MWP)	The National Writing Project	College of Liberal Arts and the College of Education	Improve the teaching of writing at all levels of education, pre-kindergarten through university	Ongoing since 1981	10 TU faculty annually and 1,143 faculty educators in the state of Maryland have been involved.	Over 40 TU Students annually and 800 teachers in the state of Maryland have received training through the MWP's Invitational Summer Institute	Approximately \$280,000 in the last year	Continues TU reputation for not only graduating the highest number of teachers in Maryland, but providing continuing education for Maryland's teachers. The three sites of the MWP attract teachers from central, western, and southern Maryland. These diverse teachers often enroll in graduate programs at TU.	Better qualified teachers providing education for students in today's workforce economy. Studies indicate improvement in academic achievement of students who have National Writing Project-trained teachers .

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9	Wharton Project	Enoch Pratt Free Library	Theatre Arts Department	To encourage reading books using storytelling techniques and oral tradition, to stimulate artistic creativity, and to foster community cooperation among third grade inner city school students in Baltimore, Maryland. The project also provides a community/civic engagement opportunity for college students.	Ongoing since 2001; funding guaranteed through 2011	1 faculty member	13 TU students each spring semester and 80 Children between 7- 10 years of age.	Support for this project has is provided by the Enoch Pratt Free Library in the name of Dr. Clifford R. and Dolores Wharton.	Theatre students gain insight and experience in applying performance skills in an educational arena. This gives them an opportunity to learn of possible ways to extend their artistic skills into other career paths. A number of our students have decided to move into the teaching arena through this process.	The children, on the receiving end of the program, have shown marked improvement and excitement towards reading. The teachers at the school are extremely thankful for the work we do and comment on how brilliantly the elementary school students respond to our approach towards teaching. At the end of the semester, the third graders visit and tour the Towson University campus culminating in theatre games and activities on the Mainstage in the Center for the Arts. Selected Artwork by all of the students is displayed in the Center for the Arts Atrium for the public to see. In addition, each student is given several of the books that were used during the semester to take home with them as a gift. Other books are donated to the elementary school for use in their library. We also send them home full of pizza, small "Towson University" souvenirs and great memories of a college setting.
10	The Osher Lifelong Learning Institute at Towson University	Baltimore County Public Library, Bernard Osher Foundation, Local Retirement Communities	Extended Education and Online Learning	Provide adults over 50 opportunities for continued learning, along with programs and activities for social and cultural enrichment	Ongoing since 1999	35 faculty since it's establishment	500 non-traditional/non-credit over 50 "students"	\$100,000 grant through the Bernard Osher Foundation	Provides Towson faculty and staff the opportunity to take the non-credit classes with the Osher members. Provides significant visibility for the institution to the over 50 population and increases their involvement in other programming and outreach activities offered, including Athletics and the Arts.	Providing over 500 adults over the age of 50 an opportunity for continued learning along with programs and activities for social and cultural enrichment, The Osher Lifelong Learning Institute offers courses at area retirement communities and senior centers and lectures, book clubs, and programming at numerous branches of the Baltimore Country Public Library.
11	Building STEPS Headquartered at Towson University	Building STEPS and Baltimore City and County Schools	Division of Economic and Community Outreach	Prepare underserved Baltimore City and County high school students for applying, paying for, and attending college from sophomore year through college enrollment	Ongoing since 2001	Two faculty members and approximately a dozen TU staff members annually	20 TU Students and 200 10th-12th graders annually	Since 2006 STEPS has received \$175,000 in funding	For most Building STEPS students, Towson is their first exposure to a college/university campus. A number of Building STEPS are now students or alumni of TU	Building STEPS students become role models and mentors. Their involvement with TU often impacts their family and underclassmen from their high school alma mater
12	National Foundation for Teaching Entrepreneurship at Towson University	Baltimore City Schools	College of Business and Economics	Work with young people from low-income communities to build skills and unlock entrepreneurial activity. Through campus visits, the students meet with TU students, business partners, and TU Alumni and Faculty to provide the students with guidance and role models. Additionally, TU students provide presentations on entrepreneurship opportunities, presentation skills, and college readiness.	Ongoing since 2006	1 faculty member	12 TU students annually and 45 K-12 students annually	Event funding provided by Maryland Council for Economic Education	Building relationships with Baltimore City schools to foster collaboration across the institution; have first hand experience with bright students for possible admission; provide TU students with presentation and mentoring experience.	K-12 students that participate in the program are primarily first generation college applicants, the NFTE program provides a mentorship opportunity and encouragement for continuing their education. This program has also shown to have impacts on the families of participating students and encouraged them to pursue continuing education.
13	Hackerman Academy of Science and Mathematics in the Fisher College of Science and Mathematics	Maryland State Board of Education	Jess and Mildred Fisher College of Science and Mathematics	To attract school-aged students to the STEM majors and prepare teachers who will be energized to teach in area schools in these areas	Ongoing since 2006	6 TU Faculty and provided workshop for 300 K - 12 teachers annually	3 TU Students and approximately 7,600 K-12 students in the community annually	Approximately \$1,000,000	Received numerous awards from the community including Baltimore City Public Schools, the Office of the Mayor, and a local Councilwoman	Exposed thousands of students to STEM disciplines through bringing students onto campus for workshops and participating in off-campus events such as science fairs

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14	Project ASTRO	National Project ASTRO, Maryland Science Center, Baltimore City Public Schools	Jess and Mildred Fisher College of Science and Mathematics	Partner professional and amateur astronomers with local K-9 teachers and students to bring inquiry-based astronomy activities to the classroom	2008 and ongoing	2 faculty members annually	Approximately 12 TU students and 450 K-9 students annually	\$26,000 from the Maryland Space Grant Consortium and Fisher Foundation	According to "Resources for Involving Scientists in Education," a program established in 1989 by the National Academy of Scientists and National Research Council, Project ASTRO was listed among "the most effective programs in the US involving scientists and engineers in K-12 science education" (Connolly, 1997). In its first ten years of operation, Project ASTRO has served more than 100,000 students (Fraknoi & Zevin, 2003)	Directly impacts 15 teachers and 450 students specifically in the Baltimore City Public Schools System by: (1) promoting active learning methods in science classrooms that engage both teachers and students and improve student attitudes towards science; (2) offering role models for students by showing them working examples of who scientists are and what they do; and (3) providing professional development for teachers through workshops, in-service training, and one-to-one partnerships with local content "experts".
15	University Students and Center City Youth Connecting Through Art	New Song Academy (Baltimore City Public Charter School)	Art Education Program, College of Fine Arts & Communication	Bring at-risk urban youth from Baltimore City to campus to explore the arts in a teaching and learning partnership with TU art students.	Ongoing for 14 years	3 faculty members annually	25 TU students and 70-90 middle school students annually	Pepsi Grant for \$1,500 in 2008	The impact of the program is significant. Considerable qualitative and quantitative research has been done which shows that the program has assisted in student teaching and learning. Attitudes and assumptions have changed on the part of the children and the university students.	Many children express aspirations for finishing high school and attending college, and some of the students are enrolled in the Towson University Community Art Center. Also, throughout the program we discussed the academic needs of the children with their classroom and the pre-service teachers. The art lessons were integrated into the curriculum and meshed with subjects that the middle school students were studying in their school. The elements of art and sound art education principles were also stressed. Numerous requests come to us from various schools in Baltimore City and we are interested in working with high school students in the future. This experience has given the participants rich educational content and their base of knowledge has been expanded. The program has become a multi-leveled, multi-cultural experience with tangible results.