

# COMMUNITY ENGAGEMENT STRATEGIC PLAN

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University of Notre Dame

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# Strategic Plan for Community Engagement

This strategic plan for community engagement emanates from a broadly informed and systematically conducted process that has unfolded over the past two years. The plan represents the expertise, insight, and input of many individuals, including faculty, staff, administrators, and community members.

The strategic plan presented here, though University-wide in scope, uses the strategic planning rubric common to individual colleges and departments across campus. Accordingly, it outlines an orienting problem statement, a mission statement, a vision statement, definitions of community engagement, and most importantly, four strategic goals at the heart of Notre Dame's strategic plan for deepening community engagement. Each strategic goal is further delineated by describing the tactics necessary for reaching the goal, points of integration with various units and key stakeholders, indicators for measuring progress, and pertinent financial implications.

## I. Problem Statement

Many institutions of higher education—in this country and abroad—are explicitly and powerfully re-committing to scholarship, teaching, and learning to enhance community engagement. The monikers for this type of engagement vary depending on the institution, its focus, and its guiding mission: engaged scholarship, public scholarship, community-based research, outreach scholarship, and many others. While the nomenclature varies, one central premise is invariant: universities often exist in great interdependence with their surrounding communities. The mutuality, cooperation, and reciprocity of these partnerships have the potential to transform good communities and universities into great communities and universities.

Universities of the 21<sup>st</sup> century cannot afford to be detached and segregated from their communities. At our own institution, many would agree that there has been growing internal recognition that we can do better. In recent years, Notre Dame has placed—and must continue to place—an increasing investment on building strong, local community partnerships. And our mission as a Catholic university calls us in a particular way to be intentional about this relationship. Our University will be a much greater version of itself—more acutely grasping the “human solidarity and concern for the common good” of our mission statement—when we fully realize the promise of a deep and abiding commitment to community engagement.

This strategic plan responds to a problem that has been carefully informed by an expansive and data-driven process. Over the past two years, three separate inquiries into community engagement provided diverse stakeholder input: the Task Force on Community Engagement in St. Joseph County (2009); an external evaluation of Local Community Engagement (Worldstudio, 2011); and the Community Engagement Coordinating Council's Strategic Planning Pre-Assessment (SWOT Analysis, 2011).

Together these investigations tapped over 400 campus and community-based individuals, providing explicit evidence for problem articulation (see Appendix A). Five findings emerged with regularity across these data sources. First, Notre Dame is perceived as somewhat isolated from the local community, and the community at large at times feels unwelcome or excluded. Second, Notre Dame's community engagement efforts are viewed as not regularly coordinated or organized, with unclear portals of entry into the University. Third, an opportune area for robust engagement must be with K-12 education, and Notre Dame should strive to do more in that domain. Fourth, local and regional economic development is another prominent area in which the University can and should do more. Finally, the data sources uniformly noted that engagement efforts at Notre Dame are not publicized as clearly, broadly, and directly as needed.

These problem statements should not obscure the fact that community engagement at the University of Notre Dame is in many ways impressive and far-reaching, both in scope and depth. Dating back to its earliest origins, the University has a long history of productive ties to the local community. The receipt of the 2010 Community Engagement Classification from the Carnegie Foundation was an important marker of our progress, but it is an accolade best received simultaneously as an honor and a challenge. Thus, this strategic plan responds directly to this challenge, setting forth a trajectory to broaden and deepen a culture of community engagement at Notre Dame.

## **II. Mission Statement**

The Community Engagement Coordinating Council seeks to establish and deepen a culture of community engagement at the University of Notre Dame. Such engagement emanates directly from the University's Catholic ethos and character and builds on the rich assets of its students, faculty, staff, and community partners. Engagement of myriad forms—across the domains of teaching, research, and service—addresses community issues in a collaborative and reciprocal way that capitalizes on faculty and staff expertise and deeply engages students. Moreover, Notre Dame's approach to engagement values local citizens and organizations as resources for learning and partners in community improvement. Community engagement activities are measurable, sustained, exhibit long-term impact, and are efficiently communicated.

## **III. Vision Statement**

Animated by its unique identity as a preeminent Catholic research institution, the University of Notre Dame embraces and values engagement with communities—local, regional, national, and international—as a powerful means for advancing human solidarity and fulfilling the common good.

## **IV. Definitions**

As defined by the Carnegie Foundation, community engagement refers to the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and

resources in a context of partnership and reciprocity. Academic community engagement, referred to as engaged scholarship, is a specific conception of faculty work that connects the intellectual assets of the institution (e.g., faculty expertise) to public issues such as community, social, cultural, human, and economic development. Through engaged forms of teaching and research, faculty apply their academic expertise, in collaboration with expertise beyond the academy, to public purposes, as a way of contributing to the fulfillment of the core mission of the institution.

**V. Strategic Goals**

1. Develop and sustain an effective internal infrastructure to support and coordinate academic community engagement among faculty and staff.
2. Harness the university's resources to improve K-12 education systems and economic development in our local community.
3. Enhance student development as engaged learners, researchers, and citizens by fostering community-based opportunities that deepen students' sense of human solidarity and concern for the common good.
4. Improve our ability to share information and more efficiently coordinate ND's activities in the community both internally and externally.

## VI. Details by Goal

### Goal 1

Develop and sustain an effective internal infrastructure to support and coordinate academic community engagement among faculty and staff.

#### **Rationale**

The fall 2011 SWOT analysis conducted by the Community Engagement Coordinating Council (CECC) steering committee indicated that academic community engagement is not highly valued. In addition, the CECC full committee stressed a preeminent need for senior academic leadership to support academic community engagement, and to build sustainable means to support and integrate engagement efforts.

#### **Tactics for Achievement**

1. Continue the Community Engagement Coordinating Council as an advisory body for community engagement. The Council will be broadly representative of University units, especially those with primary relevance to engagement efforts, and may include off-campus community partners. The CECC will be chaired by the Executive Director of the Center for Social Concerns, who will continue regular meetings of the Council to ensure broad and strategic representation from pertinent campus constituencies toward fulfillment of the strategic plan. A steering committee will remain in place to assist the work of the CECC.
2. In the short run, the Office of the Provost will appoint a faculty member to a leadership position to oversee and facilitate the fulfillment of the strategic plan, in collaboration with the CECC and appropriate community partners, and in coordination with relevant units, programs, and departments at the University. The current Steering Committee will continue its leadership functions until this person is in place. This faculty member will have budget for staff to schedule meetings and handle clerical tasks of copying, distributing documents, and planning events. He or she will commit approximately 20 hours per week assigned to tasks and have release time from teaching or other activities as appropriate. Over time, this leadership position would be incorporated into an office that would oversee the fulfillment of the strategic plan. This office would be responsible for (a) coordinating the many academically oriented engagement activities underway at Notre Dame and (b) supporting new engaged scholarship and learning activities to enhance student development and benefit the local community.
3. Increase the number of scholars who conduct engaged teaching and research. Such efforts should enable Notre Dame faculty, staff, graduate students, and undergraduate students to create strong, successful, and sustainable learning experiences, partnerships, and outcomes in the community. This will be accomplished by planning, developing, and offering consultations, workshops, and training institutes focusing on teaching, community-

based research, building programs, and partnerships.

4. Delineate, financially support, and undertake four signature programs of research and action in the local community toward the ends of local social improvement, faculty scholarship, and student learning. This will be accomplished in collaboration between University and local area constituencies.
5. Track, document, and assess attainment of this goal and revise activities as needed to fulfill this goal.
6. Provide a stable source of support and funding for academic community engagement.

### ***Points of Integration***

Office of the Provost will provide overall leadership and accountability for this goal, but points of integration and interdependence include:

1. CECC (input on various aspects of plan, subcommittee work)
2. Office of Provost (support faculty); Associate Provost (monitor progress of strategic plan and the work of the person in leadership position)
3. Deans and Department Chairs (contribute to the strategic plan, identify members of CECC)
4. Faculty (participate on CECC, take on subcommittee roles in fulfilling the strategic plan)
5. Center for Social Concerns (prepare and support faculty; facilitate partnerships with community stakeholders)
6. Local community organizations (contribute to developing signature programs and other activities that students and faculty are involved in locally)
7. Office of Research, ISLA, The Center for Social Concerns, CUSE, and Development (provide sources of funding)
8. Office of Strategic Planning and Institutional Research (assist with documenting, tracking, and assessment)
9. University Relations (Public Affairs and Development)

### ***Indicators of Success***

1. Formal procedures for conducting the work of the CECC
2. Broad representation of faculty on the CECC

3. Approval from Deans, Provost's Office, and University Relations for major steps of CECC and leadership position
4. Criteria for CECC and steering committee membership in place; use of criteria to select ongoing steering committee and CECC members
5. Subcommittees active in CECC
6. A commitment to community engagement evidenced in each College's strategic plan
7. A report from the person in leadership position with recommendations for coordinating activity around all four goals of the strategic plan
8. Specified number of new faculty each year to be involved in academic community engagement
9. Establishment of measureable criteria for successful practices in engaged work
10. Procedures for tracking and assessment of the degree to which those engaged in academic community engagement fulfill the criteria for success
11. Evidence of enhanced approaches to the preparation and outcomes of faculty in engaged work
12. Documented outcomes in the community, in student learning, and in faculty scholarly output related to engaged work
13. Identification of signature projects, plans in place for conducting these projects, determination of desired outcomes, documentation of outcomes attained (i.e., improvements in the community)
14. Identification of sources of ongoing funding
15. Recognition for faculty efforts
16. Revisions to plans for all goals annually, in light of evaluation

***Financial Implications***

1. Appropriate compensation for the individual in leadership position, with some administrative assistance and small budget for events and material
2. Supports for institutes and other units that provide staff time
3. Funds for faculty institutes, workshops, and the like; for faculty awards; and to support signature projects. Modest funds are already accessible, generally on a competitive basis, through the Center for Social Concerns, ISLA, and other Notre Dame sources, and through

some local community sources (e.g, Community Foundation); these should be enhanced based on the specific objectives taken on as the fulfillment of the plan unfolds.

**Goal 2**  
**Harness the university's resources to improve K-12 education systems and economic development in our local community.**

***Rationale***

Task Force on Community Engagement in St. Joseph County (2009) and President's Leadership Council summer retreat (2009), and fall 2011 CECC internal SWOT analysis indicated the need for the University to engage in these key areas.

**A. Education Strategy**

Organize K-12 Education Collaborative Council (ECC) of internal and external partners to strategically imagine, implement, and assess partnerships to improve local educational opportunities.

***Tactics for Achievement***

1. Identify an internal team of faculty, staff, and student leaders committed to supporting community educational initiatives.
2. Engage internal team with local K-12 leadership, higher education partners, and community members to provide resources and expertise that lead to improved student outcomes in surrounding districts.
3. Research and identify key needs of K-12 partners, including children and parents; inventory educational outreach programs and key competencies of partners.
4. Determine key 1-3 areas for local "intervention," establish SMART goals, and execute an action plan through the Education Collaborative Council.
5. Identify resources to continue institutional engagement initiatives, such as the Office of Research; local, state, and federal government funding; foundations; restricted donations or endowments; and unrestricted gifts.

***Points of Integration***

Office of Public Affairs will provide overall leadership and accountability for this goal, but points of integration and interdependence include:

1. President's Forum on Education
2. Institute for Educational Initiatives
3. All University Colleges and Schools

4. Center for Social Concerns
5. Kellogg Institute for International Studies
6. Office of Student Activities

***Indicators of Success***

Due to the early stage of this strategy, most indicators are process indicators, until firmer objectives are developed by the CECC.

1. 25-30 faculty and staff from 4-5 area colleges/universities are regularly involved in Education Collaborative Council meetings on a semi-monthly basis after February, 2012
2. 12-15 high level administrators and key staff from South Bend Community School Corporation are regular contributors to CECC, including integration of CECC partnerships in their schools and programs
3. EngageND and other tools are used to develop an inventory of campus/community partnerships around education; inventory published by June, 2012, on Public Affairs “education resources” webpage
4. Key strategies and SMART goals prepared by August, 2012, in alignment with SBCSC strategic plan and resources/interests of higher education partners; goals used as agenda items for semi-monthly Council meetings to check progress and course-adjust as needed

***Financial Implications***

1. The Office of Public Affairs will provide staff support to coordinate the formation of the CECC. The development of this strategy will require time from each participant, and their time will be dependent on their role/supervisor within their particular unit/institution. No extra funding will be allotted to personnel. Approximately \$5,000 for materials and lunch meals will be required.
2. Grant funding or gifts may be needed for piloting or sustaining initiatives. University contributions of cash to leverage / grant soft money may be helpful.

## **B. Economic & Community Development Strategy**

Provide resources and expertise to research, launch, and assess local initiatives that lead to healthy community infrastructure and regional economic development.

### ***Tactics for Achievement***

1. Identify internal leadership team and advisors (internal and external) to support economic and community development initiatives.
2. Leadership team will identify strategic areas of community and economic development that support the mutual interests of the university and community and have potential to improve the region's overall quality of life (see King & Roos, 2010).
3. Engage business, civic, and non-profit leaders through intentional relationships (e.g., board membership, strategic planning/collaborations, and other forms of investment) to support sustainable economic development activity for the region.

### ***Points of Integration***

Office of Public Affairs will provide overall leadership and accountability for this goal, but points of integration and interdependence include:

1. To improve effectiveness of this strategy internally, key staff from the Office of Public Affairs should collaborate with the Office of Executive Vice President, ESTEEM Director, and the Office of Real Estate.
2. Office of Research and Innovation Park leadership
3. Externally, relationships with the Chamber of Commerce; the Northeast Neighborhood Council; the Northeast Neighborhood Revitalization Organization; the South Bend Heritage Foundation; local state and county officials; and the City of South Bend will be critical to success.
4. All Colleges and Schools; relevant University departments, institutes centers and programs

### ***Indicators of Success***

1. Visible manifestations of community infrastructure can already be seen on Notre Dame Avenue, Eddy Street, and Edison Avenue, and SR 23 will start in 2013. New affordable housing in the Triangle, as well as rehabilitated housing in the Northeast Neighborhood will be developed throughout 2012 and 2013.
2. Business growth through the Eddy Street corridor and new enterprises in Innovation Park will lead to capital investments and job creation. Growth will be measured in investments in local companies, number of ventures started through campus innovation, and number of jobs created per project.

3. Internal representatives named to following regional and local boards by June, 2012, to support partnerships to enhance development
  - a. Northeast Neighborhood
  - b. NNRO
  - c. Chamber of Commerce of St. Joseph County
  - d. Corporate Partnership for Economic Growth (CPEG)
  - e. Jumpstart / Elevate Ventures
  
4. Notre Dame will engage a consultant in 2013-2014 to measure the economic impact of Notre Dame on the local and regional economy. Metrics of initiatives such as Jumpstart, the Triangle, Five County Economic Committee, Eddy Street Commons and other partnerships will be tallied in annual reports for review by key internal staff, primarily through their membership on those boards. Metrics of economic growth, job growth, housing stability & affordability, as well as attraction of new or existing business to the region will all be reviewed for impact.

***Financial Implications***

1. The University has already made strategic commitments to the Notre Dame Avenue Housing Program, NNRO, regional Economic Development partnerships, Eddy Street Commons, and local municipalities. Notre Dame also purchases services and products locally to stimulate the economy. This plan does not call for an increase in financial commitment to these programs.

**Goal 3**

**Enhance student development as engaged learners, researchers, and citizens by fostering community-based opportunities that deepen students' sense of human solidarity and concern for the common good.**

***Rationale***

CECC SWOT analysis indicated that students are the University's greatest strength relative to community engagement. Students come to the University with significant interest in engagement and social concerns, and demonstrate the ability to learn through engagement in ways integrated with disciplinary pursuits. Existing initiatives provide solid foundation for Notre Dame to provide excellent opportunities for engaged learning that serves the public good.

***Tactics for Achievement***

1. Build upon Notre Dame ethos of service, grounding in Catholic social teaching principles, and current efforts to examine, develop, and coordinate next steps in promoting student engagement.
2. Increase opportunities for undergraduate students in all Colleges to participate in community-based research and community-based learning courses in local, national, and international communities. Attend especially to underrepresented students (e.g., those of limited financial means), and strengthen funding necessary for expansion of initiatives across Colleges.
3. Consult reciprocally with community partners (both locally and beyond) to enhance the relevance, creativity, and integration of engagement efforts. Support partners as co-educators, and attend to community outcomes of projects.
4. Enhance student leadership preparation with respect to social challenges and public service by enhancing academic opportunities for sustained engagement integrated with existing majors and minors.
5. Increase opportunities and resources for graduate students to participate in engaged scholarship relevant to their respective disciplines. Consider national models employed by peer universities.
6. Build plans to thoroughly assess student-learning goals in relation to engaged pedagogies, and contribute—through research and assessment efforts—to national scholarship on best practices in student development.

***Points of Integration***

The Center for Social Concerns will provide overall leadership and accountability for this goal, but points of integration and interdependence include:

1. CECC (overall broad-level consultation and coordination)
2. Associate Provost (support for faculty engagement in many forms; oversight of Center for Social Concerns; collaboration with CECC and related academic partners)
3. Deans and department chairs in each College (support for College-specific initiatives and integration of minors/majors)
4. Community partners, local, national, international (serve as co-educators; identify relevant needs and assets; assist in assessment of contributions within local community)
5. Minors in Poverty Studies; Catholic Social Teaching; Peace Studies; Education, Schooling, and Society; and related (integration of engagement efforts as relevant)
6. Office of Financial Aid (support for students to engage in community-based work-study and related initiatives)
7. First Year of Studies (support for first-year initiatives in collaboration with CSC and other entities)
8. CUSE (support for undergraduate research linked with engagement)
9. Kroc, Kellogg and related institutes (support for international engagement efforts)
10. Graduate School and Dean (support for enhancements to graduate education)
11. Office of Public Affairs (support for documentation and evaluation of local and education-related engagement efforts and outcomes; communication of outcomes)

***Indicators of Success***

1. Increases in funding for student learning initiatives, across all Colleges
2. Increased number of student participants annually
3. Positive assessments from community partners: local, national, and international
4. Evidence of contributions to local organizational capacity and community improvement
5. Demonstrated integration of CST as grounding principles for many engagement efforts
6. Documentation of University-wide student participation in engaged courses, annually

7. Research and assessment based on student learning goals developed and shared internally; best practices and related scholarship published nationally by Notre Dame faculty
8. Increased participation by students of identified groups, status
9. Grants offered meet student interest and address community needs
10. Students of limited means find meaningful engagements via work-study opportunities, transportation options, summer placements, and stipends to replace lost wages
11. Documented increase in community engagement among first-year students
12. Increased offerings for and participation by graduate students; new initiatives led by graduate students well-integrated into and prized by departments

### ***Financial Implications***

Each of the following is currently supported to some degree by University departments (e.g., CUSE, Center for Social Concerns, Kellogg). Additional funds are desirable, as the work of the plan unfolds.

1. Increased funding for faculty/staff in the form of course development grants, engaged research support, and possible new positions
2. Enhanced funding for initiatives integrating engagement and undergraduate research
3. Stipends or similar support for students of limited means to participate in various engaged learning initiatives (e.g., summer opportunities offered by Kroc Institute, Kellogg Institute, Center for Social Concerns, Center for Undergraduate Scholarly Engagement)
4. Support for new First Year initiatives
5. Support for new minor or like linked to engagement, new First Year initiative, and the like as plans develop
6. Funding for graduate student public service fellows program and/or similar initiatives
7. Support for course-inventory, assessment, and research initiatives to document and enhance student learning

**Goal 4**  
**Improve our ability to share information and more efficiently coordinate ND's activities in the community both internally and externally.**

**Rationale**

Office of Public Affairs research conducted in 2009, the spring 2011 WorldStudio report, and the fall 2011 CECC internal SWOT analysis, all indicated a need for improved communication and documentation of community engagement activity. These data sources cited inefficiencies, lack of accessibility, and concerns about sustainability.

**Tactics for Achievement**

1. Solicit language from university leadership that demonstrates to internal and external audiences an enduring commitment and investment in community engagement.
2. Develop collaborative webpage on nd.edu to serve as portal for internal/external audiences: purpose to connect, inform, and inspire (e.g., community.nd.edu); build links into existing partner sites internally; describe completed work.
3. Develop and publicize web-based survey instrument for use by engaged members of ND community to improve awareness, communication, and reporting. The data should include but not be limited to: (a) geographic area served; (b) number of individuals reached in outreach and engagement activities and participation by individuals; (c) areas of expertise; (d) impact (measures to be developed). In addition to quantitative and qualitative data, the database could include links to stories, case studies, pictures, videos and audio interviews.
4. Enlist community partners and communications staff from across the University to develop creative and consistent means (e.g., newsletters, press releases, blogs, websites, etc.) by which to document and share community engagement efforts.
5. Develop consistent but flexible platform for ND engagement message (for external audiences) through adbooks, programs, print material, annual reports, etc. (e.g., Public Affairs platform of “engaged, invested, committed”).
6. Agree upon common criteria/means for assessing University engagement efforts and measuring impact of engagement initiatives in the community (and on campus).

**Points of Integration**

The Office of Public Affairs will provide overall leadership and accountability for this goal, but points of integration and interdependence include:

1. Dozens of units across campus already engage the community in a myriad of ways. Many of these units have “communicators” or “outreach” staff already. These workgroups have been convened through Marketing and Communications as well as Public Affairs for continuing education and coordination. These will be important constituents to convene to discuss common language and coordination of data collection and publicizing efforts.
2. In addition, data collection could be woven into the strategic planning of units that have integrated community engagement into their plans. Using the “EngageND” platform, reports can be generated by college or unit if deans, department heads, and supervisors encourage staff to enter their engagement efforts into this university-wide database. Data can also be disaggregated by student organization, so data entry and retrieval will need to be coordinated with Student Activities and the Department of Athletics.
3. Finally, for HR purposes of assessing performance related to university values, departments can encourage staff to enter engagement activity to support/demonstrate performance goals related to Catholic character, leadership, etc.

### ***Indicators of Success***

1. A statement from President John Jenkins, CSC, Provost Tom Burish, and Executive Vice President John Affleck-Graves will be solicited by August, 2012. It will be requested that the statement “live” on the university’s engagement website, the mission, vision, values, site, and also on the homepages for those offices.
2. Webpage is built by February, 2013. Website will have inward and outward facing messages. Google analytics are built into the site in order to monitor traffic and who is using the tool, measured monthly and reported to CECC.
3. Web-based instrument “engageND” is developed.
4. Communications group hosts four meetings per year.
5. Within six months, consistent message is developed with input of CECC and adopted.
6. Within one year, the CECC will have developed a tool that aids in the measurement of the university’s overall community engagement impact.

### ***Financial Implications***

1. Developing an engagement portal on nd.edu will require approximately \$10,000-\$15,000 or an internal contribution from ND’s Webgroup, directed from the Vice President of University Relations or above. EngageND has been paid for by Public Affairs. Adjustments to the coding of this program will likely cost up to \$5,000 to adapt to CECC priorities.

## REFERENCES

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APPENDIX A

**Problem Articulation and Definition**

Problem/Issue	Data Source		
	Strategic Planning SWOT Analysis <sup>1</sup>	Community Engagement Research Summary <sup>2</sup>	Worldstudio Report <sup>3</sup>
The community at large feels unwelcome or excluded; Notre Dame is perceived as somewhat isolated from the community	●	●	●
Engagement efforts are not regularly coordinated or organized; there is a lack of clear, accessible community engagement information, and a clear portal of entry. Uncoordinated, inconsistent effort are seen as the main barriers to collaborating with ND	●	●	●
Engagement with K-12 education is a critical area for partnership and ND does not do enough in this domain	●	●	●
More community engagement should come in the form of additional, focused business/economic development	●	●	●
Community engagement efforts at ND are not publicized as clearly, broadly, and directly as needed	●	●	●
Resources, broadly construed, are in short supply, making it difficult to foster community engagement	●		
External stakeholders have very limited understanding of the depth and extent of ND’s current community involvement			●
Community engagement is not highly valued as a scholarly endeavor and is infrequently accorded status in faculty review processes	●		
Lack of leadership is a barrier to engagement		●	
Lack of access is a barrier to engagement		●	
A low quality of life in the local area will be a detriment to a healthy, vital university	●		

<sup>1</sup> During fall 2011, the Steering Committee of the Community Engagement Coordinating Council conducted a SWOT analysis on community engagement to inform strategic planning. 195 Notre Dame faculty, staff, and administrators completed the online survey.

<sup>2</sup> In 2009, the Task Force on Community Engagement in St. Joseph County in collaboration with the ND Office of Public Affairs and Communications summarized the findings of 113 internal interviews and ten community focus groups drawing upon 102 attendees.

<sup>3</sup> In May 2011, Worldstudio submitted a report entitled “Local Community Engagement: Research, Findings + Recommendations,” which was based on focus groups and interviews with 48 participants (29 external, 19 internal).