



**WE'RE A COMMUNITY DEFINED  
BY THE DIFFERENCE WE MAKE**

**2012-13 ANNUAL REPORT**  
**INSTITUTE FOR COMMUNITY  
AND ECONOMIC ENGAGEMENT**

*Do something bigger altogether*

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Institute for Community & Economic Engagement  
Office of Research & Economic Development  
University of North Carolina at Greensboro  
3710 MHRA Building • 1111 Spring Garden Street • Greensboro, NC, 27401  
336.334.4661 • fax 336.334.4624

<http://communityengagement.uncg.edu>  
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## LETTER FROM THE DIRECTOR



Emily M. Janke, Ph.D.  
Director, ICEE  
Associate Professor,  
Peace and Conflict Studies

It is a time of celebration as the Institute for Community and Economic Engagement (ICEE) publishes its first annual report. The first year of our work capitalizes on inventories and dialogues facilitated by Community Engagement Initiative staff members and which was informed by a 30-member advisory council to address essential questions: *Who are we as a community-engaged university? What does it mean to be truly excellent as a community-engaged institution?*

Such questions about UNCG's identity and meaning are not merely rhetorical. They are crucial to advancing the conversation, the practice, and the culture of an entire institution, indeed a community, towards a common vision and actionable plan. To better understand the landscape of UNCG's community-university engagement and public service activities, we first had to discover who was doing what, where, when, with whom, and towards what purposes. In other words, we needed to know the ways in which UNCG members were already connected to and working with individuals, groups and organizations beyond UNCG. We also needed to provide a way for potential partners to find each other, to hear stories of collaborative partnerships, and to identify assistance in finding the right people and resources.

Therefore, the first steps of a long-term, organizational change strategy focused on effecting campus and community culture through uncovering, connecting, and amplifying the existing work and partnerships of hundreds of students, faculty, staff, and community members. As further detailed in this report, the Community Engagement Collaboratory™ provides an unprecedented view of the myriad ways in which UNCG and community partners are exchanging knowledge and building synergies for mutual benefit. Now, for the first time in UNCG's history, we have a single website where one can learn about – and share one's own – community-university projects and partnerships, as well as outreach services, programs, and events. The Community and Friends website, as well as the Referral Desk, are additional ways that we make existing resources, events, and services more visible. Our staff continues to listen, ask questions, collect responses, and synthesize information so that members of our communities can make informed choices about next steps and how to leverage crucial resources.

Beyond efforts to centralize communication related to community engagement and public outreach services, ICEE also supports faculty and administrator professional development. We have been asked to speak throughout campus to collections of faculty, as well as to individuals, on the topics of promotion and tenure policies and practices as they relate to community-engaged scholarship, advice on developing partnerships and community-engaged agendas to enhance teaching, learning and other forms of scholarship through reciprocal partnerships, and developing publications and using social media venues to share and celebrate accomplishments.

This work would not have happened without the important contributions of the faculty, staff, students and community partners who served on the visioning and planning committee, as well as Dr. Terri Shelton (vice chancellor for research and economic development), Dr. Patti Clayton and Dr. Barbara Holland (senior scholars and advisors), Kristin Medlin (communications and partnerships manager), Luis Juarez and Tyler Stobbe (work-study students), and other colleagues state- and nation-wide who offered their wisdom and support. These informed perspectives poised ICEE for its early successes, as well as its focused vision going forward.

I encourage you to read through this report as it is crafted to provide a synopsis of ICEE's activities over this past year as well as to forecast future services and initiatives to support community engagement at UNCG and beyond. I urge you to click on the many "hot" links to web-based reports and resources that provide richer descriptions of the processes utilized and the outcomes of our shared work.

Sincerely,

A handwritten signature in cursive script that reads "Emily M. Janke". The ink is dark and the signature is fluid.

# THE INSTITUTE FOR COMMUNITY & ECONOMIC ENGAGEMENT

## Vision

The Institute for Community and Economic Engagement (ICEE) will expand and enhance UNCG's capacity to realize its full potential as an inclusive, collaborative, and responsive public research university making a difference in the lives of the individuals and communities it serves.

## Mission

ICEE encourages, supports, elevates, and amplifies faculty, staff, student, and community colleagues from across all sectors who are involved in teaching, learning, research, creative activity, and service in ways that promote strategic goals of the university and address pressing issues which have important implications for communities across the Piedmont Triad, state, nation, and world.

## Core Strategy

ICEE nurtures internal and external partnerships that seek out, recognize, respect, and value the knowledge, perspective, and resources that each partner contributes to the collaboration, and which provide mutual benefit.

## A Renewed Commitment to Our Community Within and Beyond Campus Walls

Launched in 2008 as a virtual organization to support regional and statewide economic and community engagement, the scope of activities and responsibilities of ICEE was subsumed within the Community Engagement Initiative. The 18-month visioning and planning process for excellence in community engagement was informed by a 30-person, cross-constituent advisory committee, led by ICEE's Special Assistant for Community Engagement.

## Relationship to Other Offices and Units on Campus

ICEE was established in the Office of Research and Economic Development in recognition of the important and essential interconnections between scholarship (which includes research, creative activity, teaching, and service), and economic, cultural, and community engagement. Serving as a central communication hub about community engagement activities, relationships, resources, scholarship, best practices, and outcomes, ICEE works with academic affairs, student affairs, and administrative offices campus-wide to deepen, to make more pervasive, and to integrate community engagement into core academic work and systems for the purpose of advancing strategic institutional and community missions and goals.



# UNCG

Institute for Community and  
Economic Engagement

# ICEE'S STRATEGIC PRIORITIES

1

## **Advance Research, Creative Activity, & Inquiry**

Design, implement, and support strategic initiatives to enhance the status, legitimacy, as well as the capacity for the pursuit of scholarly agendas and practices of community engagement

2

## **Expand & Enhance Community-Engaged Teaching & Learning**

Convene and collaborate with departments, programs, offices and units that facilitate teaching and learning opportunities for undergraduate and graduate students in and out of the classroom to integrate community engagement as a strategy to achieving key, institutional strategic goals

3

## **Enhance Quality & Impact**

Embed into existing, and where necessary, establish new, systems for tracking and assessing the broad range of community-engaged activities, programs, and initiatives across the university

4

## **Identify, Activate, & Sustain Collaborative Community Connections**

Strengthen UNCG's capacity to be proactive, as well as responsive, in identifying mutually beneficial community-university partnerships

5

## **Amplify Identity & Image of UNCG as an Engaged University Community**

Strengthen UNCG's reputation as a collaborative, inclusive, responsible, and effective member of the communities of which it is a part, through data, narratives, and dialogue

6

## **Incubate Reciprocal Partnerships & Strategic Initiatives for Mutual Benefit**

Provide support for initiatives seeking to develop and/or grow their community engagement relationships and community-engaged scholarship

### **DID YOU KNOW...?**

*The initiatives spotlighted in this report are categorized according to the strategic priority they address - look for the **SP** indicators!*

# LAUNCH OF A UNIVERSITY-WIDE PORTAL

<http://communityengagement.uncg.edu>

Until this year, community members searching for resources or connections at UNCG had to rely on individual contacts, Google savvy, serendipity, and patience to help them find their way. Furthermore, few outside (and even within) UNCG knew of all the opportunities for partnership or outreach services across campus. Many gave up, frustrated with the lack of assistance they received and ready to renounce the university forever. To address this issue and to maximize beneficial connections, ICEE created [communityengagement.uncg.edu](http://communityengagement.uncg.edu), a centralized portal of resources available to community members.

The website launched in August 2012 and became **Community & Friends** on the university's global navigation bar. The site centralizes UNCG resources, events, and community networks to inspire, support, and assist in directing community colleagues, as well as UNCG members, to various assets for community engagement on- and off-campus, in and out of the classroom.

## Indicators of Success

In its first ten months, the site saw quite a bit of activity! We used the website and accompanying social media to let the campus and greater communities know about awards, events, opportunities, and exemplar community-university partnerships!



**4,411**  
total visitors

**2,490**  
unique visitors

**2,503**  
visitors from  
164 universities

**24,533**  
page views

**5.63**  
pages/visit

**6:49**  
avg. minutes  
on site/visit

**43.8%**  
new visitors

vs.

**56.2%**  
returning visitors



**77** "likes"  
**5,121** people reached in a single post



**131** followers  
**66** favorites, mentions, and retweets

## Starting at the Source

To communicate clearly with non-academic audiences via our new website portal, we needed to know more about their interests and experiences with connecting to colleges and universities. How are they currently connecting? For what reasons? How do they want to learn about resources and opportunities in the future? To inform the design of the Community & Friends website, ICEE engaged a 30-member advisory board, and received survey responses from 114 members of the Guilford Nonprofit Consortium and 248 members of the Greensboro Chamber of Commerce.

### Non-academic community members tell us:

- **Community members prefer a personalized approach.** Phone calls and in-person visits are key for initial connections to partner.
- **Understanding and overcoming the obstacles is key.** Participants identified the biggest obstacles to effective collaboration as “finding the right person with which to partner” and “the bureaucracy associated with the university.”
- **Most businesses/nonprofits work with universities in a variety of capacities.** The majority speak to a class/group, attend a conference/meeting, or seek student interns.
- When looking to universities for resources, most businesses/nonprofits are looking for **interns, partnerships, and employees.**
- Most businesses/nonprofits learn information about resources/partners at universities through **word of mouth, referrals, and existing partnerships.**

View the full survey report at  
<http://communityengagement.uncg.edu/reports.aspx>

## How Can We Work Together?

*How can we work together?*—is not a rhetorical question; **it is a call to action.** Based on survey data, ICEE established eight “buckets” – or categories – of the most common UNCG resources sought after by community members. While community engagement and outreach is offered and occurs throughout the university, previously, these opportunities could only be found by navigating to individual unit, clinic, or office websites. One had to know the resources and services existing – and further, what office offered them, in order to locate the information to access them. For many, this was a daunting, if not impossible task.

We want more for our community members. We don’t want them to find just one resource, service or event, rather, we desire to share the many ways UNCG engages with and serves the greater community. The *How Can We Work Together* “buckets” serve the UNCG community as well. Faculty, staff, students, parents, and alumni can quickly see and learn about the variety of ways UNCG supports community engagement and public service.

While the website can help anyone who is looking for information or who is helping to refer others, ICEE provides personalized service for anyone who prefers to speak with a person, rather than searching online. The communications and partnerships manager can help connect you to resources on- and off-campus, and can be reached at 336-505-8994 or [communityengagement@uncg.edu](mailto:communityengagement@uncg.edu).



“ Sometimes things work great; sometimes not. It’s a matter of finding common interests and joint benefits. ”

- Greensboro Community Member



# REFERRAL DESK PILOT PROGRAM

## Connecting Community and UNCG Members to Resources

So how CAN we work together? This year ICEE set out to determine the feasibility of a referral desk—a user-friendly point of entry into UNCG for local community members and organizations interested in finding resources at UNCG—and vice versa. By understanding and facilitating communication between potential and existing partners both on- and off-campus, ICEE can help initiate, grow, and sustain mutually beneficial community-university partnerships. In the 2012-13 pilot period, ICEE helped:

- determine who at UNCG might best be able to address an inquiry
- manage expectations (response time, partnership timelines, etc.)
- explore potential areas for collaboration (course-based, co-curricular, faculty and student research, etc.)
- imagine and plan mutually beneficial goals

ICEE is committed to providing personalized attention to each member of the community that submits an inquiry or request. Additionally, ICEE is focused on delivering excellent and clear communication about the ways that individuals, groups, organizations, and sectors connect to UNCG's faculty, staff, and students.

## To Date...

ICEE responded to 25 inquiries during the 2012-13 academic year. Examples of such inquiries included:

- community members looking for experts at UNCG to assist with development or provision of a service or program
- inquiries for information about public services that UNCG offers (e.g., summer camps, clinics, continuing education)
- requests for student interns and community-based internship sites
- assistance with organizational marketing, strategic, or fundraising plans

## Future Plans

ICEE is working to ensure that those who use the referral desk are satisfied with their experience. That means establishing clear and realistic expectations, communicating clearly with all relevant stakeholders, and “closing the loop” or collecting feedback about the satisfaction and outcomes of those served for the purpose of improving experiences, processes, and outcomes. In the coming year, ICEE will publish and share the forms and protocols used by the ICEE referral desk to increase awareness of the service, as well as to encourage more consistent experience among members requesting assistance.

Additionally, the referral desk program will work in tandem with the Research, Engagement, and Capabilities Hub of North Carolina (REACH NC), a web portal initiative led by UNC's General Administration that will enable the general public to find experts and assets within North Carolina's higher education and research institutions (to learn more, visit [www.reachnc.org](http://www.reachnc.org)). ICEE's communications and partnerships manager serves as UNCG's REACH NC Liaison, and will respond to REACH NC inquiries as part of the referral desk program.



# DEBUT OF THE COMMUNITY ENGAGEMENT COLLABORATORY™

## Mapping the Landscape

We *know* we are a community of engaged scholars, but collecting and sharing all of our activities has represented an immense and time-intensive challenge. The struggle to capture the full portrait of community engagement at UNCG has served as a primary motivator in the development of the new **Community Engagement Collaboratory™**. Launched on August 29th, 2012, the Collaboratory™ serves as a database, a social platform, and a showcase for community engagement relationships, activities, and outcomes. It compiles projects and partnerships engaging UNCG with our community; connects individuals and organizations seeking to expand their engagement activities; and promotes project and personal profiles, giving individuals and groups a *face* and a presence on the community engagement landscape.

In short, the Collaboratory™ helps UNCG address the question: **who is doing what, where, and with whom for the public good and through community-university partnerships?**



**share.**  
**connect.**  
**inspire.**

## To Date...

Since the launch of the Collaboratory™, we learned a lot about the ways that UNCG and the greater community partner together for intentional change. As we begin a new academic year, we want to take a moment to reflect on this community of scholars, friends, and colleagues who are interested in making a positive, significant, and lasting difference in the world in which we live.

**The Collaboratory™ has already been used by ICEE and other university offices to find and report data for:**

- President's Higher Education Community Service Honor Roll
- Washington Center's Higher Education Civic Engagement Award
- UNC System Community Engagement & Economic Development Metrics
- UNCG Socioeconomic Impact Study

**The following profiles have been created in the Collaboratory since its launch:**

**200 projects**                      **316 community partners**  
**106 UNCG students**        **236 UNCG faculty & staff**

**the 5 most commonly addressed impact areas are:**

Health and wellness, healthcare, and mental health	46 projects
K-12 education	41 projects
Equity, diversity, and inclusion of underrepresented populations	38 projects
Social issues	36 projects
Children, youth, and family (non-school related)	36 projects

“For the first time in our history, we will be able to engage in data-based conversations about where our collective efforts are – what populations and issues, even what neighborhoods, are being served. And which ones are not.”

- Terri Shelton,  
Vice Chancellor for Research  
& Economic Development

## Future Plans

ICEE continues to improve upon the Collaboratory™ 1.0 prototype. This improvement includes refining the database and resultant reports through the cultivation of new partnerships, and developing it as a platform for other institutions to use. UNCG will use the Collaboratory™ as the primary data collection method for all engagement and outreach activities.

# CAMPUS-WIDE PROMOTION & TENURE DIALOGUES

## Recognizing the Mosaic of Faculty Talents & Contributions

UNCG is committed to supporting innovative and high impact faculty work. We acknowledge and understand that faculty need to make meaning of community engagement for themselves within the context of their own disciplinary traditions, because for many it is a true paradigm shift. It is essential to engage faculty in thoughtful dialogue about perceptions, feelings, and experiences with community engagement, either through their own work, or that observed of their colleagues.

In September 2012, Dr. Barbara Holland, a Senior Scholar in ICEE and world-renowned higher education consultant, along with Dr. Emily Janke, facilitated a series of faculty dialogues on the promotion and tenure process at UNCG. Over the course of a week, Drs. Holland and Janke led over 100 faculty and staff in seven sessions that discussed a common and rigorous approach to assessing the quality and impact of all forms of scholarly activities and products, including community-engaged scholarship.

Participants explored the changing landscape of higher education, the perceived opportunities, and the lingering challenges related to operationalizing UNCG's collective commitment to recognize and reward community-engaged scholarship.

In addition to the seven dialogues on evaluating the mosaic of faculty talents and contributions, Drs. Holland and Janke also facilitated a workshop on documenting community-engaged scholarship. Intended for tenure-track faculty, the workshop helped attendees discern what kind of evidence reviewers are interested in seeing in promotion and tenure dossiers, provided strategies for developing effective documentation processes, suggested non-traditional products or outcomes that are often typical of community-engaged scholarship, and acknowledged resources both at UNCG and nationally. The Institute curates and maintains a list of resources related to community engagement in promotion and tenure at <http://communityengagement.uncg.edu/scholarly-resources/p-t.aspx>.

Evaluation data collected at each of the workshops suggests that faculty found these workshops useful and are seeking additional guidance and workshops on this topic.



photo credit:  
Washington Campus Compact

This and other professional development opportunities and resources to support innovative and engaged pedagogies, scholarly agendas, and public service are offered by the Office of the Provost, the Institute for Community and Economic Engagement (ICEE), the Office of Leadership and Service-Learning (OLSL), and the Faculty Teaching and Learning Commons (FTLC).

ICEE serves as a resource to the UNCG community as it continues its efforts to operationalize community-engaged scholarship in promotion and tenure practice.

### ATTENDANCE SNAPSHOT

113 total attendees

Representatives from 42  
departments across 7  
academic units attended

Department heads from 21  
departments attended

26 members of promotion and  
tenure committees attended

View the full analysis of the dialogues and recommendations at  
<http://communityengagement.uncg.edu/reports.aspx>

## COMMUNITY ENGAGEMENT SERIES: DR. TIMOTHY K. EATMAN

### The Intersection of Diversity, Community Engagement, & Student Success

In January 2013, ICEE and partnering offices hosted visiting speaker Dr. Timothy K. Eatman, Co-Director of Imagining America: Artists & Scholars in Public Life and Assistant Professor of Higher Education at Syracuse University. Dr. Eatman spoke to over 127 faculty, staff, students, and community members over two days on a variety of subjects.



Dr. Eatman's visit intentionally convened offices and groups from across campus with a focus on equity, diversity, and/or student success; these groups collectively participated in event planning, implementation, and discussions. During the keynote presentation, Dr. Eatman presented a framework for the development of community engagement initiatives and strategies for equity, diversity, and inclusion to improve college access and success of traditionally underserved students. Panelists from UNCG engaged in a conversation about the shared role of community engagement and inclusive excellence for student success and how communities can critically engage with universities to build integrated movements for full participation now and in the future.

Other dialogues facilitated by Dr. Eatman included:

- the next generation of community-engaged scholars
- collaborative technologies
- the role of the arts, humanities, and design to re-imagine and reinvigorate democracy and communities

“It's not just practices, structures, and policies – I think it is really catalyzing change in culture. Because we know that our practices, structures, and policies are a product of our culture. We can tinker with our structure, policy, and practices, but if we don't fundamentally impact the culture of the institution and talk about our values, then whatever we do around structure and policy will not have lasting impact.”

- Dr. Linda Brady,  
UNCG Chancellor

Evaluation data collected at each of the workshops suggests that faculty found these workshops useful, and that they are excited to continue leveraging a shared agenda around community engagement, diversity, equity, and inclusion, and student success.

Dr. Eatman's visit was part of the larger **UNCG Community Engagement Series**, a collaborative university-wide initiative that brings nationally and locally renowned scholar-practitioners to campus to connect with faculty, staff, students, and community colleagues.

The 2013 series was sponsored by the Office of the Provost, Institute for Community & Economic Engagement, Office of Leadership and Service-Learning, Faculty Teaching & Learning Commons, School of Health and Human Sciences Office of Community Engagement, Chancellor's Advisory Committee for Equity, Diversity, & Inclusion, Office of Learning Communities, Coalition for Diverse Language Communities, and the UNCG Public Scholarship Graduate Network.

To learn more about previous dialogues and speakers in the series, consider reading “Excellence in Community-Engagement and Community-Engaged Scholarship: Advancing the Discourse at UNCG (Vol. 1), available at <http://communityengagement.uncg.edu/speaker-series.aspx>.



#### ATTENDANCE SNAPSHOT

127 total attendees

Representatives from 48 academic and administrative departments across 16 units attended

98% of responding attendees identified themselves as a scholar/educator/student/practitioner of diversity, equity, and inclusion

80% of responding attendees identified themselves as a scholar/educator/student/practitioner of community engagement

View a full synopsis of Dr. Eatman's visit at  
<http://communityengagement.uncg.edu/reports.aspx>

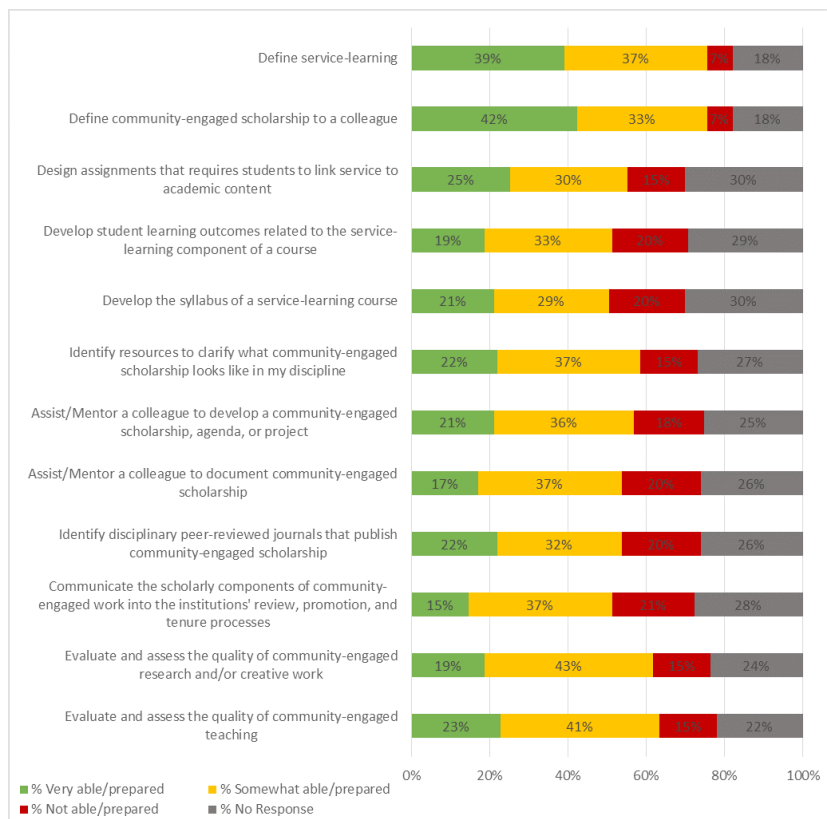
# TRACKING PERCEPTIONS OF ENGAGEMENT

ICEE collects data on faculty, staff, students, and community partners attending the UNCG Community Engagement Series to better understand their self-reported abilities across a variety of community engagement activities.

The brief survey asks questions about the respondents' ability to:

- **define** various community engagement-related terms, such as service-learning and community-engaged scholarship;
- **evaluate** community-engaged teaching, research and/or creative work, service, and student learning—and how to communicate these scholarly components of community-engaged work for promotion and tenure;
- **teach** community-engaged pedagogies, including developing student learning outcomes, developing a syllabus, and facilitating reflection;
- **identify resources** at or outside of UNCG to clarify how community engagement manifests in their discipline, or to help them be a successful community-engaged scholar; and
- **identify and initiate partnerships** for community-engaged teaching and/or scholarship.

Those who attended ICEE-sponsored events in 2012-13 feel most able/prepared to define service-learning and community-engaged scholarship, but feel relatively less able/prepared to design, document, evaluate, or mentor various aspects of community-engaged scholarship. Continued and continual professional development is needed to increase our community members' preparations and abilities across a wide spectrum of community-engaged scholarship activities. This is crucial to attract and retain the next generation of faculty and students who increasingly look to practice or engage in community-engaged scholarship, and to ensure such work is supported and rewarded, particularly as it relates to performance reviews and promotion and tenure.



## Respondents by Category:

102 faculty/staff members  
15 students  
6 community members

View the full survey results and recommendations at  
<http://communityengagement.uncg.edu/reports.aspx>



## METRICS INITIATIVES

ICEE has been intimately involved in a number of projects that are examining how community engagement activities, programs, and initiatives are accurately and consistently tracked across UNCG, the state of North Carolina, and nationally.

### REACH NC

The [Research, Engagement, and Capabilities Hub of North Carolina](#) (REACH NC) is a UNC System-wide web portal that enables users to find experts and assets within North Carolina higher education and research institutions. REACH NC's expert profiles can assist people in industry and community groups, as well as university personnel, in efforts to find information and potential collaborators for research and problem-solving. Staff in ICEE are heavily connected to REACH NC, serving on the Operations Council that oversees strategic and conceptual planning, and as UNCG's campus liaison. Over the next year ICEE will work to ensure that UNCG's faculty and staff are fully and accurately represented in REACH NC and will handle inquiries for collaboration from the general public.



### SACS Reaccreditation

ICEE coordinated UNCG's response to SACS Principle 3.3.1.5 on community/public service - a subset of Institutional Effectiveness. Every ten years UNCG applies for reaffirmation of its accreditation by the Southern Association of Colleges and Schools (SACS). This standard says *"The institution identifies expected outcomes, assesses the extent to which it achieves those outcomes, and provides evidence of improvement based on the analysis of the results in community/public service."* Much of the information gathered for SACS will be used in UNCG's re-application to the Carnegie Foundation for the Elective Classification for Community Engagement (which UNCG received in 2008).



### UNC System Community Engagement & Economic Development Metrics

Emily Janke, Director of ICEE, and Jerry McGuire, Associate Vice Chancellor for Economic Development in the Office of Research and Economic Development, were chosen to chair the UNC System's Community Engagement and Economic Development Taskforces. Established in May 2012 by UNC System President Tom Ross, these multi-campus taskforces were created to allow the UNC System to report on its impact to the state through community engagement and economic development activities. The taskforces developed concise sets of indicators, or metrics, that all UNC campuses can use to assess "progress in community engagement and economic development." The work of the taskforces will inform the development of the next iteration of the UNC System Strategic Plan.



This initiative is at the forefront of system-wide efforts to develop a comprehensive strategy for tracking and reporting on community engagement and economic development endeavors. The taskforces completed an extensive review of national and international models, existing data, and other university systems to determine the most efficient, effective, and realistic way to move forward. View the trial metrics report at <http://communityengagement.uncg.edu/reports.aspx>.

“We must never lose our clear focus on the University's duty to contribute to the common good, to develop leaders for our communities and to serve those communities in ways that enhance the quality of life for the people who live in them.”

- Tom Ross,  
UNC System President

# PROFESSIONAL & ORGANIZATIONAL DEVELOPMENT

## Internal Consultations and Collaborations

In addition to the Speaker Series, ICEE staff have facilitated dialogues, served on various committees and initiatives, and supported the connection to and development of individuals, networks, offices and units to community engagement. Such consultations include:

- Coalition for Diverse Language Communities
- Conflict & Peace Studies
- Educational Research Methodology
- Faculty Teaching & Learning Commons
- Faculty Teaching and Learning Center Advisory Board
- Graduate School
- Internet Oversight Committee
- New Faculty Orientation
- Program for the Advancement of Girls & Women in Sport
- Public Scholarship Graduate Network
- Quality Enhancement Plan (QEP)
- School of Health & Human Sciences
- Social Work
- UNCG Board of Trustees
- University Libraries
- Women's & Gender Studies

## External Advising & Presentations

ICEE has represented UNCG in larger community conversations related to engagement, including:

- Achieve Guilford
- American Democracy Project
- Appalachian State University (co-presentation with the Office of Leadership & Service Learning and the Service-Learning Faculty Fellows)
- Eastern Region Campus Compact
- Guilford Nonprofit Consortium
- Imagining America
- International Association for Research on Service-Learning and Community Engagement
- National Association of Student Affairs Administrators in Higher Education (NASPA) working group on civic learning and democratic engagement
- Opportunity Greensboro (and the Global Opportunities Center)
- UNC General Administration
- University of Minnesota
- Warren-Wilson University

## Proposal Development

In February 2013, ICEE co-hosted a grant proposal workshop with the UNCG Office of Sponsored Programs and the University Libraries. The workshop outlined basic strategies and skills to successfully develop and submit competitive corporate, foundation, state, and federal proposals. Emphasis was placed on proposal development and program sustainability through community engagement and partnerships.

ICEE was also invited to lead a roundtable discussion in April 2013 that framed partnership development not as a last-minute response to a grant RFP, but as an intentional process of relationship building.

## EMINENCE & REPUTATION

“In a time when the stakes seem especially high, the UNCG community never fails to ask how our teaching, research and community engagement can improve lives. In other words, we don't just stand apart; we stand up, ready to make an impact.”

- Linda Brady,  
UNCG Chancellor

ICEE continually strives to enhance UNCG's image and reputation on a local, national, and global scale. Whether applying for or assisting in the coordination of external awards, presenting at conferences, providing expertise to the field and to other institutions, or serving as a resource in the Greater Greensboro community, ICEE supports UNCG's eminence and reputation as a community-engaged institution.

### National Recognitions

Commitment to community engagement is an integral part of the mission and purpose of UNCG. As a testament to that dedication and focus, the university and its members have been honored with various awards and recognitions during the 2012-13 academic year, including:

#### President's Higher Education Community Service Honor Roll with Distinction

UNCG has received this recognition since 2006, and in 2013 was recognized as an Honor Roll Campus with Distinction. The award recognizes colleges and universities nationwide for exemplary, innovative, and effective community service programs. UNCG's Office of Leadership & Service-Learning coordinates this award application each year.

#### Community Impact Student Award

UNCG Senior Frannie Williams ('13) received the Community Impact Student Award from North Carolina Campus Compact in November 2012 at the Citizenship, Service, Networking, and Partnerships (CSNAP) Student Conference. The Award recognizes one student per Campus Compact member institution who exhibits outstanding leadership and innovative approaches in their civic engagement efforts.

#### IARSLCE Early Career Research Award

Emily Janke, Director of ICEE, received the Early Career Research Award from the International Association for Research on Service-Learning and Community Engagement in November 2012. The Award is given in recognition of outstanding early career contributions to scholarship on service-learning and community engagement.

#### Outstanding Faculty Contributions to Service-Learning Instruction in Higher Education

Spoma Jovanovic, Professor of Communication Studies, received the Outstanding Faculty Contributions to Service-Learning Instruction in Higher Education Award from the Gulf South Summit Conference on Service-Learning and Civic Engagement through Higher Education in March 2013. The award is given to a member of the teaching faculty who has demonstrated excellence incorporating service-learning pedagogy in the college/university classroom.

#### 2013 Graduate Student Project Award

Eight second-year students in UNCG's masters program in history and museum studies have won the National Council on Public History's 2013 Graduate Student Project Award for their work on "Past the Pipes: Stories of the Terra Cotta Community." One such national award is given annually. The designation recognizes the students' work in building community partnerships, recording oral interviews, designing and facilitating public programs, gathering images and artifacts, creating media pieces and installing the exhibition

#### ICEE's staff have presented UNCG's community engagement endeavors to:

- over 150 institutions attending Carnegie Foundation webinars to prepare campuses for the 2015 elective reclassification for community engagement
- Attendees at the Public Engagement Leaders Retreat - University of Minnesota System
- Attendees at the 2012 Annual Conference of the International Association for Research on Service-Learning & Community Engagement (IARSLCE)
- Attendees at the 2012 Annual Conference of Imaging America: Artists & Scholars in Public Life
- Attendees at the 2013 Annual Pathways to Achieving Civic Engagement Conference, hosted by North Carolina Campus Compact

## PARTNERSHIP SPOTLIGHT: COMMUNICATING COMMUNITY

On the first day of class each year, professor of communication studies Spoma Jovanovic asks students about the purpose of higher education. It's not a trick question – she teaches them that living a meaningful life in a democracy demands both an informed mind and active service. The University of North Carolina at Greensboro, the Guilford Education Alliance, and the daily Greensboro News & Record have pooled resources since the fall of 2007 to embark on Bringing Us Bus Benches and Shelters (BUBBS), an innovative program to boost civic literacy, and importantly, prompt action among minority students at Dudley Sr. High School.

In the beginning years of the program, UNCG students interacted with more than 150 ninth graders (and then 80 tenth graders) at Dudley, helping them speak out on public issues and develop an appreciation for dialogue in interpersonal and small group settings. The UNCG students engaged in conversation with students at Dudley and facilitated writing projects that critically analyzed and reflected on the ethical voices of people that speak in critical, constructive, and transformative ways to identities, relationships, and communities. “This partnership serves as a motivator for students who often lack interest in the traditional classroom setting,” says Kayte Farkas, a teacher at Dudley. “Many of my students have been inspired to work hard, share their ideas, and find their voice through the BUBBS project, whereas before the immersion into the program I struggled with getting them to write, speak and share their ideas. Many of these students return to work with the program after the semester is over.”

BUBBS, and other community social justice research projects, allows students to gain the critical thinking skills, academic and social confidence, and community advocacy skills that are needed to be an engaged and active citizen,” says UNCG graduate student Mark Congdon. “I cannot emphasize how beautiful it is to witness and be a part of a project where students are believing in themselves and leading change in their community.” Service-learning and community-engaged scholarship at both the K-12 and postsecondary levels are critical aspects for student learning and development. Active engagement in university-community partnerships provide advantages to students in the form of gaining and practicing skills, as well as gaining confidence in the areas of personal efficacy, collaborative team work, active leadership, and civic action, as well as choosing one's career path.



BUBBS has grown over the years from just an idea to a student-led movement to build a more equitable and safe Greensboro. College and high school students learn personal, career, and civic skills through community action. Students gain experience with various forms of oral and written communication, including newspaper op-eds, website development, blogs, YouTube videos, and speaking at a City Council public meeting.



Students learn about organizational development and leadership through organizing adopt-a-stop and adopt-a-bench programming efforts, fundraising over \$2,000 for the Greensboro Transit Authority, and building direct alliances with the Greensboro Transit Authority, civic groups, nonprofits, and local businesses. Students learn the power of communication – and particularly, their own voices as agents for positive social change – as chairs painted by students are displayed throughout Greensboro, including the International Civil Rights Museum (where in 1960 Dudley students played an active part in the Greensboro sit-ins at the Woolworth's department store chain at the beginning of the Civil Rights movement) and the Glenwood Community Book Shop as a way to draw attention to the need for bus stop seating as a social justice issue.

BUBBS continues to attract attention as an effective strategy to develop the next generation of Greensboro's civic and business leaders. For example, the program won a \$10,000 grant from synerG (an affiliate group of Action Greensboro with the mission to attract, engage and connect young professionals to Greensboro) through its "big idea" competition. Selected from 18 entrants, the project proposes 'Benches of Artistic Distinction' wherein future benches will reflect the identity and values of



Greensboro, further contributing to the city's public art collection. Collaborating with North Carolina artists, Dudley and UNCG students will design a bus shelter to be unveiled on May 10th, 2013, which will reflect what young people believe are community values and their stories about connections, diversity, inclusion, and the desire to be bold in all we do.

"It's important for me to instill the idea that service is not a choice, just like voting is not a choice, but an obligation; it's part of what it means to be part of a community," Jovanovic says. "I hope [students] come away from my classes with that stronger commitment, to understand that their life is more than making money or entertainment – which are good things – but they owe something to the community they live in." Each year, a new group of college and high school students join a growing cadre of individuals who possess the knowledge, skills, networks, passion, and confidence necessary to contribute to the health, safety, and vibrancy of their neighborhoods and greater Greensboro community. Together, we are building the future of Greensboro, one mind and one bench at a time.



**Learn about UNCG's other community-university partnerships at [communityengagement.uncg.edu](http://communityengagement.uncg.edu)**

## PARTNERSHIP SPOTLIGHT: GRADUATE STEM FELLOWS IN K-12 EDUCATION

The National Science Foundation developed the GK-12 program recognizing that, in addition to being competent researchers, STEM graduate students must be able to communicate science and research to a variety of audiences. As the graduate students bring their cutting-edge research and practice into the K-12 classroom, they gain skills that enable them to explain science to people of all ages. The graduate students also inspire transformation in the K-12 formal and informal learning environments and stimulate interest in science and engineering among students and teachers. NSF understands that STEM graduate students can contribute to the national effort to advance scientific knowledge through partnerships with K-12 communities.

UNCG's GK-12 program is funded for 5 years by a \$2.8 million grant from the National Science Foundation. Each year, 9 graduate STEM Fellows from UNCG work as resident scientists in local public schools. Their goal is to bring more hands-on science learning into the classroom and hopefully generate a new wave of scientists. Within the walls of his lab at UNCG, Kevian Ettefagh, a 2012 GK-12 Fellow and PhD candidate in medicinal biochemistry, studies natural substances like goldenseal. He hopes to lay the groundwork for new antibiotics that can fight drug-resistant bacteria like MRSA. But two days a week, Keivan becomes Mr. E, inspiring fifth-graders to embrace science. "Having to explain complex things at a fifth-grade level has taught me a lot," he says, flashing a shy smile. "I mean, I can explain to my family what I do now."



GK-12 resident scientists and teachers have adopted the 2.5-mile greenway that runs behind all three schools as part of a hands-on environmental project. Picking up trash; planting trees, bushes and flowers; developing a butterfly garden; and studying water and soil quality have become part of their routine. The students have taken the project to heart, spending time outdoors on the greenway, arranging for a greenhouse facility paid for by GK-12, and writing letters to High Point Parks and Recreation officials. The kids even made a rap video about the greenway.

"There's a lot of service-learning involved," Keivan says. "We're really trying to reach out to the community and build something that will be sustainable throughout the year. It's so uplifting. We're seeing direct results, really making a difference in people's lives." GK-12 is designed to work with the standard public school science curriculum. For fifth-graders, that curriculum means studying how living things interact with their environment, land forms, erosion, etc.



GK-12 Teacher Christal MacLamroc and Resident Scientist and biology master's candidate Freddy Herrera, recently led their 7th grade class at Welborn Academy of Science & Technology through a dissection of a sheep heart. Building off of the standard curriculum, MacLamroc and Herrera hinted at the dissection for weeks, focusing on DNA, genes, anatomy, and physiology—with the capstone being actually getting to dissect a real sheep's heart.

Students started by massaging the heart muscle to loosen it up, and everybody got to make a cut. They learned how blood moves from one chamber to another and the differences between oxygen rich and oxygen poor blood.

“When I first stepped into the classroom and was introduced as a scientist, I looked at the students and could tell they weren’t looking forward to it.” Said Herrera. “They thought science equated to memorizing definitions and taking difficult tests. We work with teachers to help reframe science to be cool - using a heart rather than just talking about it is so much cooler. They’re really excited and want to learn. Now they really understand.”



“If I give them a book, they can see the picture, but to be able to manipulate cutting open a heart and seeing it truly for themselves gives them the opportunity to retain that and explain it to their families,” said MacLamroc. “I want to expose the kids to as much as possible and give them options for their future.” Kathy Melious, an 11th and 12th grade chemistry teacher at Andrews High School, has been working with the GK-12 program since its inception, and she’s been tracking her students’ progress. “From 2006-2010, only 22% of my students went on to pursue a STEM major in college.” Melious said. “From 2010- 2012, and since my students started working with the GK-12 STEM Fellows, the number of students pursuing STEM majors has increased to 68%.”

Since the project’s inception in 2010, the GK-12 project has reached over 900 2-12th graders. 27 public school teachers have received professional development and assistance in building out an inquiry-based curriculum, and 27 graduate STEM fellows from UNCG have learned how to communicate their research interests to a broader audience. ■



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# COMMUNITY ENGAGEMENT POINTS OF PRIDE

- UNCG is recognized by the Carnegie Foundation for the Advancement of Teaching as a community-engaged institution.
- In 2013, UNCG was named with distinction to the President's Higher Education Community Service Honor Roll. UNCG has received this recognition every year since 2006.
- Over the past five years, over 27,000 undergraduate and graduate students have worked with professionals in the Triad region via 2,682 internships, service-learning, practicas, clinicals, and other types of community-based courses.
- Over the past four years, 43,469 students have engaged in community service, contributing 2,321,706 hours of service.
- Since 2004, UNCG has designated 367 service-learning courses that have engaged 13,444 students in over 143,784 hours of service.
- 82% of students plan to be involved in volunteer/community service projects while at UNCG.
- UNCG's Chancellor Linda P. Brady received the inaugural **Leo M. Lambert Engaged Leader Award** from North Carolina Campus Compact in February 2012 at the 10th annual Civic Engagement Institute.
- Spoma Jovanovic, Professor of Communication Studies, received the **Robert L. Sigmon Service-Learning Award** from North Carolina Campus Compact in February 2012 at the 10th annual Civic Engagement Institute. In March 2013 Jovanovic was also awarded the **Outstanding Faculty Contributions to Service-Learning Instruction in Higher Education Award** from the Gulf South Summit Conference on Service-Learning and Civic Engagement through Higher Education.
- Emily Janke, Director of the Institute for Community and Economic Engagement at UNCG, received the **John Saltmarsh Award for Emerging Leaders in Civic Engagement** in June 2012 at the American Democracy Project/The Democracy Commitment's Annual Conference. In November 2012 Janke was also awarded the **Early Career Research Award** from the International Association for Research on Service-Learning and Community Engagement.
- Kristin Medlin, 2011 UNCG MPA Alumni, was named a **Publicly Active Graduate Education Fellow** by Imagining America.
- UNCG Senior Frannie Williams ('13) received the **Community Impact Student Award** from North Carolina Campus Compact in November 2012 at the Citizenship, Service, Networking, and Partnerships (CSNAP) Student Conference.
- Eight second-year students in UNCG's masters program in history and museum studies have won the National Council on Public History's **2013 Graduate Student Project Award** for their work on "Past the Pipes: Stories of the Terra Cotta Community."

*\*Statistics contributed by the Office of Leadership & Service-Learning and the Registrar's Office.*





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