University of North Carolina at Greensboro Application

**The Carnegie Foundation for the Advancement of Teaching
Elective Community Engagement Re-Classification
Submitted April 14, 2014**

Applicant's Contact Information:

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University of North Carolina at Greensboro
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Carnegie Foundation
for the Advancement of Teaching

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I. FOUNDATIONAL INDICATORS

A. PRESIDENT/CHANCELLOR'S LEADERSHIP STATEMENT

Provide a letter from the President/Chancellor or Provost (Vice President for Academic Affairs) that:

a. **Indicates their perception of where community engagement fits into their leadership of the institution,**
b. **Describes community engagement's relationship to the institution's core identity, strategic direction, and practices, and**
c. **Discusses how engagement is institutionalized for sustainability in the institution.**
d. **In addition to the letter, provide evidence of recent statements of affirmation of community engagement. In the grid below, provide excerpts from the relevant documents and a web link to the full document if it exists.**

November 25, 2013

Dear Carnegie Foundation *Community Engagement* Classification Review Members,

Since its founding in 1891, the University of North Carolina at Greensboro (UNCG) (then known as the State Normal and Industrial School) has been committed to serving the people of North Carolina. The University's motto is "Service." In 2008 UNCG was designated a Community-Engaged Institution by the Carnegie Foundation, in recognition of our commitment to enhancing quality of life and economic development in partnership with the people of Greensboro and the Piedmont Triad. The University of North Carolina at Greensboro believes in being a "steward of place" in Greensboro and the Piedmont Triad. We encourage our students, faculty and staff to "do something bigger altogether." Community connections and collaborations enable us to achieve more together than any of us could accomplish alone.

Since arriving to UNCG in July 2008, I have established support for a number of community-university partnerships. The **Middle College on Health Careers at UNCG** is the latest example of our partnership with the Guilford County Schools and the Greensboro business community. Established in August 2011, the Middle College provides a unique educational experience for students in need of an alternative high school environment to reach their academic potential. Each year the Middle College admits 50 students from several hundred who apply. Today UNCG has 150 high school students enriching our campus.

Our focus is on exposing students to careers in health and medical sciences, the life sciences, and youth and community development. Our goal is to prepare every student to be college, career and life ready. Students can earn up to two years college credit, as well as high school credit, beginning in their freshman year. Their college courses serve as a

foundation for college readiness and will enable students to pursue an associates or baccalaureate degree in health-related fields. In the Middle College's first year, it was one of only 19 Guilford County schools to earn the distinction "Honor School of Excellence," the highest status a school can receive through the state of North Carolina.

One of the distinguishing characteristics of the program is hands-on exposure through "Pathways to Medical and Health Careers." Middle College students learn about the range of careers in health-related fields through guest speakers, on-site visits to hospitals and clinics, and interaction with university faculty in nursing, nutrition, public health education, and youth development. They have the opportunity to shadow health professionals early on and participate in an internship with one of our many community partners during their junior or senior years. Along the way they develop the skills and mind-set necessary to succeed in college and in the world of work.

As much as this program benefits young people in Guilford County, it returns even greater benefits to UNCG. The Middle College is hosted on campus by our School of Health and Human Sciences (HHS). HHS faculty and students mentor and tutor Middle College students and contribute to leadership development through UNCG's Community Youth Sport Development Program. A senior faculty member in Youth Development serves as liaison to the Guilford County Schools. The Middle College is part of the North Carolina New Schools Project, which emphasizes innovation in education.

The economy of Greensboro and the Piedmont Triad was built on tobacco, textiles, and furniture. During the past twenty years our economy has shifted toward a knowledge-based economy, demanding a highly skilled workforce. In response to these demands, business leaders, college and university officials, and public school systems have placed greater emphasis on degree completion—from P-12, through community colleges, to baccalaureate and graduate/professional programs. Initial funding for the Middle College was provided by the Guilford County School District's Race to the Top and Title I dropout prevention programs, as well as support from Businesses for Excellence in Education, Cone Health, and the High Point Regional Health System.

According to the Bureau of Labor Statistics, health care will generate 3.2 million new jobs by 2018, more than any other industry. Wage and salary employment in the health care industry is projected to increase 22 percent through 2018. Greensboro's future depends on an educated and productive workforce. We are committed to partnering with P-12 schools and businesses to build a pipeline of students prepared for college and ready for the health-related careers of the future. Their success is linked to our collective success and the future of our economy. To this end, UNCG has partnered with Guilford County Schools to establish the Early Middle College.

I also serve on the board of **Opportunity Greensboro**, a consortium of business and higher education leaders working to further the connections between businesses and our colleges and universities, provides an umbrella for many of these initiatives, including Greensboro's early and middle colleges. In November 2013, Opportunity Greensboro announced the proposed site for a downtown university campus. UNCG will play a large role

in the project. From the outset, the School of Nursing will provide education and training for nurses at the new facility, which will house the school's new Doctor of Nursing Practice (DNP) program, scheduled to launch in Fall 2015. A current building plan includes a 105,000-square-foot facility that reaches to four floors and includes shared classrooms, labs, an auditorium, seminar and meeting rooms, a student support center and office space. A state-of-the art healthcare simulation lab will be a cornerstone of the building. The DNP program will serve about 150 students. The DNP is emerging as a preferred degree in the field, providing experience and training beyond the masters in nursing, The School of Nursing will serve registered nurses working on the bachelor's in nursing, many of which will be Cone Health employees. Ed Kitchen, co-chair of Opportunity Greensboro, has called the project a "national model of collaboration" that harnesses Greensboro's substantial educational assets to drive the local economy." [See more at: http://newsandfeatures.uncg.edu/uncg-downtown-university-campus/#sthash.SrUPVYY8.dsJdDtw1.dpuf]

I spoke of UNCG's efforts to institutionalize community engagement, and particularly within promotion and tenure policy and practices in remarks I delivered at the Engagement Summit, an annual conference hosted by the University of North Carolina System's General Administration, in May 2011. [A copy of the presentation is posted online at: http://communityengagement.uncg.edu/pdfs/UNCG_Chancellor_Brady_Presentation_UNC-GA_Engagement_Summit.pdf.] I used the metaphor of a river to explain the momentum that community engagement and public service has gained here at UNCG. I spoke of UNCG's motto since 1892 "Service" as its "headwaters" and shared an image of a river that had mapped onto many of the various people, programs, offices and initiatives that have emerged from the faculty, staff and students, as well as administrative leadership, that have deepened our understanding of, commitment to, and practice of partnership with community members and partners. The Middle College and Downtown Campus partnership are two significant efforts that have been made possible through the long and continuing tradition of community-university partnerships.

The **Institute for Community and Economic Engagement** was established in 2008, and in August 2012 I supported additional funds to hire a faculty director and full-time staff member to activate key initiatives identified by the 2009-2014 UNCG Strategic Plan and the Community Engagement Initiative established as a result of the Plan. As we begin our next round of university-wide strategic planning, the Institute will continue to provide important leadership with regards to informing priorities and strategies to strengthen community-engaged scholarship.

In addition to supporting the individual and department level culture change required to ensure that promotion and tenure policies that recognize and reward community engagement are transferred into practice, the Institute has focused considerable efforts to design and administer the Community Engagement Collaboratory™, an innovative, online database and communications platform to establish internal and external awareness of who is doing what, where, when and with whom.

Using data from the hundreds of projects catalogued in the Collaboratory, and leveraging the values, commitments and experiences of our engaged faculty, staff, students, alumni, and community partners, UNCG is building from its academic and research strengths to capitalize on our historic commitment to community engagement and partnership. As we look ahead to the future, UNCG's increasing collaboration with the community through creative and scholarly engagement is a key to finding solutions to the significant questions and issues we encounter and to making a difference locally, nationally, and globally. UNCG will continue to support, invest in, and recognize research and creative activity to achieve these ends.

Sincerely,
Linda Brady, Ph.D.
Chancellor

Annual Addresses/Speeches

General Faculty Meeting & Faculty Convocation Agenda - 2013
- *"The future also demands that we build from our academic and research strengths and capitalize on our historic commitment to community engagement and partnership."*

State of the Campus – 2013
- *"The research, scholarship and creative activity that our faculty and students conduct to enhance the quality of life transcends disciplines and reinforces our commitment to this community."*
- *"Just this past Monday afternoon, [UNCG faculty, staff, students] gathered at Well Spring Retirement Communities for the first UNCG College Fair Day. Our faculty, staff and students had an opportunity to showcase UNCG's health and wellness programs, along with our arts offerings, business and policy expertise, and other educational opportunities. Residents learned about the wide range of lectures, exhibits, concerts, recitals, theatre performances, athletic events, and other activities, as well as information about enrolling in or auditing classes. We hope that Well Spring residents will volunteer to serve as mentors or volunteers for student and community activities, and share their life experiences with our students. We can learn as much from Well-Spring residents as they can from UNCG, and we believe this partnership can be a model for retirement communities and universities across the country."*

State of the Campus – 2012
- *"What's the future of community engaged scholarship? We are proud of our faculty culture, valuing interdisciplinary, translational research and creative activity. Grounded in the responsibility of the university to help transform the economy of the Piedmont Triad and North Carolina, UNCG has been recognized by the Carnegie Foundation as one of the best universities in the country for connecting with its community..."*

- "There is no doubt our faculty, staff and students represent some of the best and brightest in their respective fields. But what makes us unique is not what we know or even what we do. It's how we do it. We create our own opportunities. We seek out challenges and tackle them head on. For instance, UNCG researchers from a variety of disciplines leading the TRIAD initiative have been working together for more than eight years, thanks to funding from the National Institutes of Health, to tackle health disparity issues affecting underserved populations right here in Greensboro and beyond. We care, we create, we educate. Not only do we prepare the next generation by providing access to education, we translate our spirit of discovery and inquiry into remedies for the problems we face as individuals and as society. History demonstrates how we have blazed new trails in the process of expanding access and ensuring our students graduate prepared for personal success and fulfilling lives. We are motivated by that same value today. That is why I call on all of us to rededicate ourselves to student success, and to pledge our efforts to ensure our graduates leave this university prepared to "Do Something Bigger Altogether," to make a difference in their personal lives and in the communities in which they will live and work."

Published Editorials

The following are public and written comments made by Chancellor Brady and the Vice Chancellor for Research and Economic Development supporting community engagement:

[News & Record: UNCG, Well-Spring Announce Innovative Partnership](#)
- "Some of the most important lessons a student can learn take place outside the classroom. UNCG is committed to taking our students beyond the campus to serve the community, which benefits everyone involved."

[The Triad Business Journal: Terri Shelton](#) (Vice Chancellor for Research and Economic Development, Editorial from 2013)
- "We can document that UNCG, through expenditures and interactions with local citizens and businesses, generated a total output of $831 million locally in fiscal 2012 and $28.7 million in research funding in fiscal 2013. But those numbers are only a piece of the impact generated by UNCG research, creative activity, and community and economic engagement."
- "We thrive at the intersection of research, engagement, teaching and learning, and, as a result, our impact swells well past the traditional bounds of the ivory tower."
- "As part of our effort to expand our partnerships and better measure our impact, the UNCG Institute for Community and Economic Engagement recently launched its Collaboratory, a Web-based and publicly accessible database of community-university partnerships and projects. Data collected through the growing Collaboratory will inform our strategic planning, programming and priorities, provide opportunities for self-assessment and improvement, and increase our ability to respond to our community's needs."

[News & Record: Chancellor's State of the Campus: UNCG Looking to the Future](#)
- 'Other students, and faculty, work with the Greensboro Symphony Orchestra to tutor children at Peck Elementary School through the Beginning Strings Program.

Gerontology students work with Well Spring retirement communities on health and wellness programs.

- It's not about physically moving programs off campus, but about "being out in the community rather than always expecting the community to come to us," Brady said.'

Chancellor Brady's Article in an AASCU Publication: Reflections on Stewardship of Place (2013, excerpt)

- "From its founding in 1891, the University of North Carolina at Greensboro (UNCG) (then known as the State Normal and Industrial School) has been committed to serving the people of North Carolina. The University's motto is "Service…" [and we are committed] to enhancing the quality of life and economic development in partnership with the people of Greensboro and the Piedmont Triad."
- The University of North Carolina at Greensboro believes in being a "steward of place" in Greensboro and the Piedmont Triad. We encourage our students, faculty and staff to "do something bigger altogether." Community connections and collaborations like the Middle College on Health Careers at UNCG enable us to achieve more together than any of us could accomplish alone.

Campus Publications

Chancellor's Statement of Support – featured in [Excellence in Community Engagement and Community-Engaged Scholarship: Honoring The Mosaic Of Talents And Stewarding The Standards Of High Quality Community-Engaged Scholarship](#) (Winter 2014).

- "UNCG's reputation as a community-engaged university is nationally recognized, not only by the Carnegie Foundation, but also by and in national, state, and local associations, publications, and conversations. In addition to our excellent engaged scholarly work, we are also viewed as a leader because of our active and intentional steps toward integrating community-engaged faculty work into promotion and tenure guidelines at university and department levels. Community engagement is recognized within all areas of scholarship (research/creative activities, teaching, service) at UNCG since 2010 when its faculty voted to pass an amendment to the university-wide promotion and tenure guidelines. Now, almost four years later, I am pleased to report that every academic department at UNCG has revised their promotion and tenure guidelines to align with the university-wide policy. As you are well aware, revising guidelines to recognize community-engaged scholarship poses a challenge as it necessarily raises fundamental questions about the promotion and tenure policy that must also be addressed. For example, some questions raised about community-engaged scholarship connect to, but extend beyond, the persistent challenge we face in evaluating work that is interdisciplinary or collaborative. If we do not address these questions about how to evaluate diverse forms of scholarly work directly and separately from the actual review of candidates' dossiers, we may fail to appropriately recognize, reward, and account for the full scope of faculty work, productivity, and impact. Even more important, we may fail to encourage and support – as well as recruit and retain – innovative faculty who contribute significantly to the public teaching and research mission and values of UNCG. Many of these newer modes of scholarly work are increasingly important to our research

funding competitiveness both now and in the future. I am so pleased with our journey, and am committed to further community and economic engagement that advances mutual benefit for our university and community members."

Email sent to entire university community: "A Message from Chancellor Brady: Our Commitment, Our Future [8/29/2013]

- "During my State of the Campus address, I spoke about UNCG's inception in 1891 and the citizens of Greensboro who believed in the power of education to transform economies and revitalize communities … As we look ahead to the future, we have an opportunity to build on our history and recent successes and expand our impact. I encourage you to make sure your voice is heard as we begin the process of imagining our future together and establishing a strategic vision for UNCG. The following are several goals that will shape our efforts this year as we prepare to build the university's next strategic plan, a process set to begin this fall. Continue to support, invest in, and recognize research, scholarship and creative activity that makes a difference, locally, nationally and globally Continue planning the development of a Downtown University District with higher education, community and industry partners

Other

Chancellor's Introductory Remarks: Tim Eatman's Visit 2013

- I personally view SU and Nancy Cantor as a role model. What SU has done, the way in which that university has engaged the community, the impact that that university has had is absolutely amazing… 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 … The importance of research around community engagement – unfortunately some people view community engagement as university going out and helping the community, or as students volunteering in the community. Perhaps at another level, it's students engaging in service-learning projects. But we know that true community engagement in terms of being able to have an impact in the community. It requires that we engage with the communities that we're serving. We need to talk with them. They need to define their needs. And then we need to be able to work with them to structure the kind of research that will enable us to address those needs. We're not simply talking about faculty, graduate students, and even undergraduate students here at UNCG engaging in research that we define in the abstract, and then taking that research out into the community. We certainly need to do some of that, but that's not what community-engaged scholarship is about…

Chancellor's Presentation: UNC Engagement Summit (2011)

- Generating capacity: No matter how passionate we are about community engagement, we cannot institutionalize it without developing the capacity to embrace

and support it. Building capacity means using two-way partnerships to define problems. Those in the community are better positioned than the university is to define the problem that they confront. How can we provide solutions to those problems jointly?

- River metaphor in thinking about how to build capacity: You begin at your headwaters, and as time goes on, you build capacity, and the capacity grows as tributaries add water to the stream. Over time, the water becomes deeper and the current becomes swifter, and you begin to generate momentum.   And the capacity of a river is enhanced by rain that falls…or doesn't. The environment and the external factors matter… For example, because we are all part of the same ecosystem, we all share the challenges of budget cuts right now. We need to partner with each other so that in an environment of scare resources we can make progress. …The evidence of all the work that faculty champions, external partners and executive leaders will show up over the next few years as people start getting tenure and making their careers on doing CES. The more of those cases there are, the more confident faculty will be that there is a commitment to this kind of work …"

B. INSTITUTIONAL IDENTITY AND CULTURE

1a. Does the campus have an institution-wide definition of community engagement (or of other related terminology, e.g., civic engagement, public engagement, public service, etc.)?

Community Engagement: Community engagement (also referred to as civic engagement) is the "collaboration (among) 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."

Community: "Community" in community engagement is not defined by sector, such as private or public, for-profit or nonprofit; rather, community is broadly defined to include individuals, groups, and organizations external to campus that use collaborative processes for the purpose of contributing to the public good.

Reciprocity: "Reciprocity is the recognition, respect, and valuing of the knowledge, perspective, and resources that each partner contributes to the collaboration."

Community-Engaged Scholarship: "The term community-engaged scholarship refers to research/creative activities, teaching, and service undertaken by faculty members in collaboration with community members (and often students) and that embody the characteristics of both community engagement (i.e., reciprocal partnerships, public purposes) and scholarship (i.e., demonstrates current knowledge of the field/discipline, invites peer collaboration and review, is open to critique, is presented in a form that others can build on, involves inquiry)."

Community-Engaged Research/Creative Activity: "Community-engaged research and creative activity is the collaborative generation, refinement, conservation, and exchange of reciprocally beneficial and societally relevant knowledge that is generated in collaboration with, communicated to, and validated by peers in academe and the community. Community-engaged research and creative activity produces products informed by (multi)disciplinary knowledge, including, but not limited to publications, exhibitions, and programs that simultaneously meets campus mission and goals as well as addresses issues of societal concern…"

"Community-engaged research and creative activity demonstrate methodological rigor through the use of methods that are appropriate to the goals, questions, and context of the work. Community-engaged research and creative activity is undertaken in collaboration with community partners who help set research questions, determine methodology, join in creating research projects, and/or engage in other activities that bridge academic and community contexts."

Community-Engaged Teaching: "Community-engaged teaching describes those activities that 1) honor principles of community engagement (reciprocal partnerships, public purpose), and 2) provide opportunities for students (both enrolled and not enrolled at UNCG) to collaborate with faculty and community members for the dual—and integrated—purposes of learning and service. Community-engaged teaching may be enacted through a variety of practices… --when these practices involve reciprocal partnerships with community members, groups, or organizations…"

Community-Engaged Service: "Community-engaged service describes those activities that 1) honor principles of community engagement (reciprocal partnerships, public purpose), and 2) "enable the University to carry out its mission, contribute to the function and effectiveness of the faculty member's profession and discipline, and reach out to external communities and constituencies, such as government agencies, business, and the arts." Faculty who use their academic knowledge, skills, methods, and paradigms to address practical affairs and problem-solving in the context of collaboration and reciprocity build their own capacity, as well as the capacity of the academy and community members, groups, and organizations to understand and collaboratively address issues of public concern…"

Full definitions of these terms available at:
http://communityengagement.uncg.edu/definitions/

1b. How is community engagement currently specified as a priority in the institution's mission, vision statement, strategic plan, and accreditation/reaffirmation documents?

Vision and Mission Statement (and Values)
"The University of North Carolina at Greensboro will redefine the public research university for the 21st century as an inclusive, collaborative, and responsive institution making a difference in the lives of students and the communities it serves.

UNCG is...
- A learner-centered, accessible, and inclusive community fostering intellectual inquiry to prepare students for meaningful lives and engaged citizenship;
- An institution offering classes on campus, off campus, and online for degree-seeking students and life-long learners;
- A research university where collaborative scholarship and creative activity enhance quality of life across the life-span;
- A source of innovation and leadership meeting social, economic, and environmental challenges in the Piedmont Triad, North Carolina, and beyond; and
- A global university integrating intercultural and international experiences and perspectives into learning, discovery, and service.

> http://uncgtomorrow.uncg.edu/plan/UNCG_Strategic_Plan_2009-2014.pdf

UNCG's Values statement describes community engagement in its definition of Responsibility - A public institution, the University responds to community needs and serves the public in a systematic fashion through the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

Other relevant Values include:
- Inclusiveness – A welcoming and inclusive academic community, based on open dialogue and shared governance, offers a culture of caring with visible, meaningful representation of differences.
- Collaboration – Interdisciplinary, intercommunity, inter-institutional, and international collaboration is reflected and rewarded in teaching, research, creative activity, community engagement, and infrastructure.
- Sustainability – Academics, operations, and outreach are conducted with careful attention to the enduring interconnectedness of social equity, the environment, the economy, and aesthetics.
- Transparency – Open decision-making, clear goals, and measurable outcomes enhance performance, trust, and accountability.

> http://uncgtomorrow.uncg.edu/plan/UNCG_Strategic_Plan_2009-2014.pdf

Strategic Plan

2009-2014 Strategic Plan (p. 4)

Goal 2. Improve health, wellness, and quality of life for children, adults, families, and communities through scientific inquiry and application, workforce development, reduction of disparities, sustainability efforts, and recreational opportunities. (Health and Wellness across the Life Span)

Implementation Plan for Goal 2 (sample):
- The University of North Carolina at Greensboro and the Well-Spring LifeCare Retirement Community envision a new, collaborative initiative targeted at enriching the lives of senior citizens and the UNCG community. This reciprocal relationship will

benefit members of both entities by bringing talented and experienced adults together with a vibrant, academic community. Both institutions are committed to community engagement, community-engaged scholarship and service to older adults.

Goal 4. Support faculty as they work collaboratively with diverse communities to promote economic transformation, cultural expression, and community development to benefit the residents of the Piedmont region, the state, and beyond. (Economic, Cultural, and Community Engagement)

4.1 Strengthen the economy of the Piedmont Triad and North Carolina by engaging UNCG's educational infrastructure in the development of innovations to create high-skilled jobs, green jobs, and new companies prepared to meet economic, environmental, and social challenges within the emerging knowledge-based economy. (Jobs)

Implementation Plan for Goal 4 (2 samples):
- Continue support and expansion of cross disciplinary curriculum in entrepreneurship. UNCG's cross-disciplinary entrepreneurship program consists of more than 44 courses in 22 departments/programs across campus and has three options: a major (B.S. Entrepreneurship), a minor for business students, and a minor for non-business students.
- Create Innovation Advisory Board (IAB) consisting of local industry, investors, and entrepreneurs. The IAB would be introduced to UNCG innovations in order to assess their commercial potential and provide guidance and contacts necessary for taking these innovations to market.

4.3 Promote an inclusive culture of engaged scholarship, civic responsibility, and community service. (Engaged Scholarship)

Implementation Plan for Goal 4.3 (samples): The plan developed by the Implementation Committee included the eight directives:
1. Visioning and Planning Process to Create a University-Wide Structure for Community Engagement
2. Excellence in Community Engagement Visioning and Planning Advisory Committee
3. Community Engagement Database
4. Unit Promotion and Tenure Guideline Revisions
5. Office of Sponsored Programs Support
6. Training, Support, and Assessment for Student Leadership in Community Engagement
7. Community Fellow Program and Awards
8. UNCG Campaign to include fundraising for Community Engagement

Accreditation

Southern Accreditation for Colleges and Schools Commission on Colleges (SACSCOC) Reaccreditation 3.3.1.5: UNCG's response to this section on "community/public service

within its mission" provides a thorough review of the eight (8) directives provided in the Strategic Plan Implementation Report for Goal 4.3. Excerpt:

- Service to and engagement with the community for public good is incorporated in the mission statement of the university, as well as throughout the 2009-14 UNCG Strategic Plan, as a university strategic goal. In Strategic Goal 4.3 UNCG ties its mission, vision, and commitment to community engagement by "[promoting] a culture of engaged scholarship, civic responsibility, and community service." UNCG has implemented, assessed, and continuously improved eight university-wide activities (UWA) as its action plan to address this strategic goal. Examples of expected outcomes, assessments of those outcomes, and evidence of improvement based on results appear below for each of the university strategic goal initiatives.

SACSCOC Reaccreditation Quality Enhancement Plan Proposal UNCG chose Global Engagement as the theme for its QEP. The following is an excerpt from the Executive Summary of the plan submitted to SACSCOC in early Spring 2014:

- "Building on the University of North Carolina at Greensboro's current mission, vision and strategic plan and its strong tradition of internationalization and community engagement … the Global Engagement QEP aims to provide students a learning environment that delivers the necessary knowledge, skills, and attitudes to engage effectively in the world community. Students in every field should develop the traits of global engagement and translate them into meaningful elements of their learning. Global engagement can and should underpin all of our high impact practices including … community engagement… and other curricular and co-curricular activities designed to develop, educate and prepare the whole person…Ultimately through the five-year process we will see global engagement woven throughout the institutional offerings, not as an add-on but as integral to our graduates' real world professional and civic preparation."

The director of the Institute for Community Engagement serves as a liaison to the steering committee as one form of support for the implementation of the QEP. The Office of Leadership and Service-Learning also collaborates with the QEP leadership to discuss and design strategies for supporting faculty and staff development to enhance their courses and co-curricular programming with international issues and communities through service and community-engaged scholarship.

While plans are still underway for a summer institute for faculty to develop QEP-connected curricula, OLSL and ICEE will work closely with the team to support faculty to develop and offer additional international as well as local service-learning courses and community-engaged experiences specifically and intentionally designed to expose students to multicultural contexts and address the QEP Learning Competencies. Further information on the QEP is detailed in section II.A.6-7.

> **2. Briefly discuss any significant changes in mission, planning, organizational structure, personnel, resource allocation, etc. related to community engagement etc., since the last classification.**

Institutional support for community engagement was formally established by the Provost and Vice Chancellor for Student Affairs in 2002 with the creation of the Office of Leadership and Service-Learning (OLSL) within Student Affairs division. The OLSL staff is comprised of a director, four assistant directors, one administrative staff member, and several graduate and work-study students.

In 2009, UNCG adopted a new Strategic Plan that formalized community engagement as a key university-wide goal for faculty and student scholarship and public service (SP goal 4). The implementation plan outlined eight (8) activities (outlined in 1b above), which included the development of a central community engagement office within the Office of Research and Economic Development. Following an 18-month visioning and planning process that included over 30 members of the UNCG and greater community in an advisory board, the Institute for Community and Economic Engagement (ICEE) was established and charged with the responsibility of carrying out key activities and responsibilities to support and advance community engagement and community-engaged scholarship across the university. The Strategic Areas of ICEE are:
1. Advance Research, Creative Activity, and Inquiry
2. Expand and Enhance Community-Engaged Teaching and Learning
3. Enhance Quality and Impact
4. Identify, Activate, and Sustain Collaborative Community Connections
5. Amplify Identity and Image of UNCG as an Engaged University Community
6. Incubate Reciprocal Partnerships and Strategic Initiatives for Mutual Benefit

An appropriate budget was allocated to hire a director and graduate student (in 2010, a communications and partnerships manager was also established) and to establish office space and other necessities required for operation and initiatives, including travel budget to attend conferences and meetings, a speaker series, a series of senior scholars (Patti Clayton and Barbara Holland), and the development of a database to collect university-wide data on community-university project and partnerships. The director reports to the Vice Chancellor of Research and Economic Development and works with offices university- and community-wide on shared initiatives.

Since our last application, community engagement has intentionally become increasingly embedded within offices and initiatives across the university – beyond OLSL and ICEE - as evidenced in the Curricular Engagement section of this document and the examples below.

In 2011, the School of Health and Human Sciences established the Office of Community Engagement and appointed a full professor as Director. The office's website showcases stories, news, statements of commitment in the School's mission and policies, and activities developed by the office to support community-engaged scholarship, including speakers and surveys on faculty engagement.

In 2013, the Interior Architecture department established the Center for Community-Engaged Design with a special focus on the Glenwood Community, a neighborhood into which UNCG has recently expanded. In 2014, the School of Music, Theater and Dance established the UNCG Community Arts Collaborative in 2014 with a part-time coordinator.

[note: Changes related to the unit of Undergraduate Studies are described in section II.A.8 Changes in Curricular Engagement]

3. Specify changes in executive leadership since last classification and the implications of those changes for community engagement.

In 2008, UNCG welcomed Dr. Linda Brady as its new chancellor. Therefore, UNCG received its community engagement designation for its accomplishments under the previous chancellor. The provost served under both the previous and current chancellor and has provided continuity, as well as support, for community engagement and community-engaged scholarship. The legacy of, as well as the future of community engagement has been bolstered by continuous support from the executive leadership at UNCG, as well as the wider student, faculty, staff and alumni populations.

Dr. Terri Shelton was hired as the interim Vice Chancellor for Research and Economic Development in 2009, and permanently hired in 20010, and has significantly restructured the division to amplify community engagement activities as university-wide scholarly activities alongside research and economic development efforts. (Prior to her role as Vice Chancellor, Shelton served as the Director of UNCG's Center for Youth, Family, and Community Partnerships.)

As Vice Chancellor, Shelton has moved a number of interdisciplinary and cross-sector centers participating in community-based and –engaged work into ORED. Examples include the Center for Translational Biomedical Research (originally in nutrition department), the Center for New North Carolinians (originally in Social Work), and SERVE (of which Shelton is now the interim director). Shelton was instrumental in the creation of UNCG's Institute to Promote Athlete Health and Wellness, Institute for Community and Economic Engagement, and Beyond Academics (a 4 year certificate program at UNCG for individuals with intellectual and developmental disabilities). She has also incubated numerous campus wide research networks, which connect faculty across disciplines and scholarship (e.g., the Coalition for Diverse Language Communities and the Interventions in Interpersonal Violence Prevention research group).

The impact of Shelton's work at UNCG has helped to establish community engagement as a scholarly activity and to integrate it into research taking place across the institution. She has built trust with a number of reputable community colleagues, who now view UNCG as a "go-to partner" for large grant applications and state or national projects (examples include the focused deterrence approach to reducing gun, gang, drug, and now domestic violence taking place in the High Point community and across the state through the NC Network for Safe Communities, http://ncnsc.uncg.edu/). She serves on a large number of community boards, ensuring that UNCG is a respected and responsible partner at the larger table (e.g., the Greensboro Partnership, Institute for Patient- and Family-Centered Care; North Carolina Biotechnology Center, etc.).

THE UNIVERSITY of NORTH CAROLINA
GREENSBORO

C. INSTITUTIONAL COMMITMENT

C-1: INFRASTRUCTURE
As evidence for your earlier classification, you provided a description of the campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement and you reported how it is staffed, how it is funded, and where it reported to. For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification.

In 2008, the application to Carnegie was completed by the Office of Research & Public/Private Partnerships (renamed the Office of Research and Economic Development in 2009), with assistance from relevant offices. At that point in time, the Office of Leadership and Service-Learning (OLSL) (located in Student Affairs and with direct reporting to the Associate Vice Chancellor for Student Affairs) was the only established unit with a dedicated focus to supporting student and faculty community engagement (although other university and department centers existed which followed community engagement principles for research and outreach, such as the Center for Youth, Family and Community Partnerships and the Center for New North Carolinians). In 2008, the Institute for Community and Economic Engagement (ICEE) was established as a virtual organization within the Office of Research & Public/Private Partnerships (with no funding or staff allocated) to begin efforts to support community-university partnerships for research and economic development. It was re-launched in 2012 as a "live" Institute with appropriate, budget, staff, and space with direct reporting to the Vice Chancellor for Research and Economic Development.

The OLSL focuses on student and faculty support and development for co-curricular community engagement, as well as curricular engagement, such as service-learning and undergraduate research.

Since the last application, UNCG has established a Referral Desk and the online Community Engagement Collaboratory, a database of hundreds of university-community partnerships and projects, both of which were developed and administered by ICEE. The Referral Desk and Collaboratory are part of the redesigned Community & Friends page, a "top tier" navigation page that is on all UNCG websites. The university-wide online portal and referral desk (individual consultations provided) help community and university members identify potential mutually beneficial partnerships, as well as opportunities for public service and involvement in UNCG events. The Institute has also been charged to support the cultural and technical aspects of the adoption of community-engaged scholarship into university-wide promotion and tenure policies, and to support faculty community-engaged scholarship more broadly, including the development of department-based, long-term, community partnerships.

The online Portal (website of resources) and Collaboratory (database of projects and partnerships) were established to increase internal and external awareness of and commitment to the role UNCG serves as an anchor institution through community engagement. These efforts are intended to central information (and reporting), but also to

Prepared by E. Janke, K. Medlin, and A. Templeton, UNCG Institute for Community and Economic Engagement

decentralize the ability to find opportunities and report connections and accomplishments. As evidenced in B.2., it is UNCG's intentional goal to embed community engagement across the university, but to provide points of support and encouragement via offices, centers, and the Institute that have expertise, staff, and funding to prioritize and advance this strategic goal.

Additionally, the dean of the School of Health and Human Sciences, who subsequent to attending the Engagement Academy in summer 2011, established the Community Engagement Office and appointed Dr. Bob Wineburg, a full professor of social work and teaching award winner, to serve as its inaugural director. The Office serves faculty in the entire School and is considered the "beta" community-engaged school at UNCG.

C-2: FUNDING
2a. As evidence provided for your earlier classification, you described internal budgetary allocations dedicated to supporting institutional engagement with community. For re-classification, describe what has changed, if anything, with the internal budgetary allocations since the last classification.

In the 2008 application, the majority of funding for supporting community-engaged service, teaching and research was directed through the Office of Leadership and Service-Learning. The OLSL budget, in total, supported diverse activities facilitated by one director, three assistant directors, one administrative assistant, and several graduate and work study students.

The signature OLSL *Leadership Challenge* program (776% growth since 2009, 700 students), has increased community engagement requirements in each of the three levels (described further in Section II.A.5). Eighty percent of the Assistant Director of Leadership's salary is directed to program administration; 15 percent is dedicated to community engagement initiatives specifically.

Permanent budgetary allocations were made to support institutional engagement with the community following the completion of UNCG's 2009-2014 strategic plan. The implementation of the community engagement sections (see Section I.B.1b) were initiated and negotiated by the incoming Vice Chancellor for Research and Economic Development (2010) as part of the scope of work within ORED. In addition to what was reported in 2008 (e.g., OLSL, 3 university-wide centers), additional allocations were made in the following areas.

The Institute for Community and Economic Engagement was redefined from a virtual to an actual center, providing a centralized portal for engagement activities outlined in the strategic implementation plan. Salary and benefits for the Director/Special Assistant as well as space, utilities, computers/software, and administrative support (e.g., web, accounts payable) including two graduate assistantships were allocated. Additionally, funding for the development, refinement, and implementation of a university-wide mechanism for tracking engagement (The Collaboratory™) has been dedicated. Monies were directed toward two

comprehensive consulting contracts with Patti Clayton and Barbara Holland who served as "senior scholars" providing expertise "in residence".

To support the campus-wide visioning process, funding was allocated for travel for the UNCG team to attend the Engagement Academy and to consult with other leaders in engagement to identify best practices, to disseminate information about our efforts at conferences, to fund community partners to participate in the visioning, and to fund an annual campus-wide speaker series.

ORED hosts eight campus-wide interdisciplinary centers, most of which develop community-university partnerships for mutual benefit as a core strategy. The Center for Youth Family and Community Partnerships, the Center for New North Carolinians, the North Carolinian Entrepreneurship Center, and ICEE are exemplars of commitment to working with communities for community-engaged scholarship and public service. These Centers establish relationship help communities plan, implement, evaluate, and continuously improve programs, policies, and reforms.

ORED manages and funds internal grants. In any given year, approximately 25% of the funds allocated for those grants focus on reciprocal partnerships and engagement with the community in the design, implementation, and evaluation of the project. In summary, the internal budgetary allocations for established entities dedicated toward engagement, as well as periodic initiatives (e.g., conference travel), has increased close to 500% since 2008. During this same time, the university experienced annual budget cuts of 16%, 11% and 5%; this increase represents a significant investment and commitment to institutional engagement.

C-2: FUNDING
2b. As evidence provided for your earlier classification, you described external budgetary allocations dedicated to supporting institutional engagement with community. For re-classification, describe what has changed, if anything, with the external budgetary allocations since the last classification.

UNCG continues to attract funding for institutional engagement with community despite a much diminished economic climate since the last application.   Entities involved in various aspects of engagement are receiving external funding across a variety of sources. The amounts and focus of the initiatives vary from year to year but this funding includes: federal grants (e.g., AmeriCorps funding to increase access to health care for refugees and immigrants), state contracts (e.g., UNCG works with the state and 14 community collaborative across the state on preventing underage drinking; continued funding for the North Carolina Rated License Assessment Program to improve the quality of daycare across the state), local (e.g., providing evaluation and focus group expertise and analysis to local nonprofit groups), industry (e.g., contract partnering with the NC Wine Industry to increase economic growth), and foundations (e.g., providing strategic planning and organizing focus groups to help local foundations in determining their funding priorities in relationship to the needs and wishes of community partners; funding from national foundation to assist local

county departments of public health in better using quantitative and qualitative data from service users to improve services) among others.

Beginning in the 2011-2012 academic year, UNCG, the Guilford County School System, area institutions of higher education, The Weaver Foundation of Greensboro, and a select group of community partners collaborated to craft an after school program to foster character development, civic responsibility, 21st Century skills, and leadership efficacy for teams of high school and college students. The Guilford Service-Learning Coalition that resulted transcends traditional college mentor/high school mentee models by bringing these two groups together in intentionally structured service-learning projects. Within the framework of the Guilford County School District's Character Development through Service-Learning Initiative, college students throughout the area were embedded with select community partners to help develop significant service-learning projects, provide orientation to the project teams, and support service-learning reflection activities appropriate to stages of high school student development and academic cycles. The Weaver Foundation funded four UNCG students through this partnership for their Leadership Service-Learning project ($2,400), a part of OLSL's, Gold Level, Leadership Challenge signature program, to support community capacity building enabling high school students to fulfill requirements of a Service-Learning Diploma in the school district program. The Coalition is continuing to develop and refine this large-scale, cross-sector approach to building civic attitudes, habits, and skills throughout the educational pipeline through sustained university-community partnerships and shared learning.

North Carolina Campus Compact has funded the OLSL AmeriCorps VISTA projects for the past four years with hunger and homeless initiatives, as well as MLK, Jr. Day of Service activities, Mayor's Day of Service activities, and community garden implementation at a partner agency.

C-2: FUNDING
2c. As evidence provided for your earlier classification, you described fundraising directed to supporting community engagement. For re-classification, describe what has changed, if anything, with fundraising activities since the last classification.

In addition to the fundraising efforts identified in the previous application which are ongoing (e.g., support for the annual Entrepreneurship in the Arts conference attended by 500+ community partners; Friends of the Libraries efforts to provide continued resources for the community-based library activities; endowed professorships; student scholarships), a plan is being developed to more closely integrate community engagement initiatives that cut across campus priorities and disciplines within the next Capital Campaign. Rather than taking a unit approach (e.g., fundraising for the business school, or arts and sciences), the Vice Chancellor for Research and Economic Development and staff meet monthly with staff from University Advancement (UA) as well as with the new Vice Chancellor for University Advancement appointed 2013 (hired Spring 2014) to identify cross cutting initiatives in community engagement across units, to identify potential prospects for fundraising and to jointly work with community partners to identify potential areas of collaboration and

prospective for ongoing funding. As a part of this effort, responsibility for the Corporate and Foundation Relations unit will shift from Advancement to ORED to enhance coordination with scholarship, research, economic development and community engagement and to ensure continuity of efforts.

Since our last classification, fundraising supports in many academic units now choose to more intentionally pursue local funding for community-based and –engaged work. For example, Development staff in the College of Arts and Sciences (CAS) now highlight faculty activities that suggest impact on communities as a strategy to secure local foundation funding and private donations. This has diversified revenue streams and enabled UNCG to pursue deeper and more longitudinal or place-based work (e.g., in the Glenwood neighborhood adjacent to campus). UNCG's central advancement office also intentionally develops corporate and foundation relations related to community work (e.g., UNCG's partnership with the Well·Spring retirement community to provide senior residents with access to university resources and services). The Institute for Community and Economic Engagement also hosts the Community Engagement Collaboratory, which can provide advancement and development officers with "quick cheat sheets" - narratives and data on community-university work that they can easily access and print when going to meet with potential donors and funders.

C-2: FUNDING
2d. In what ways does the institution invest its financial resources externally in the community for purposes of community engagement and community development? Describe the source of funding, the percentage of campus budget or dollar amount, and how it is used. Provide relevant links related to the results of the investments, if available.

The majority of investments that UNCG contributes to communities for the purposes of community engagement and community development occur primarily through in-kind leadership roles and resource sharing mechanisms, not as direct or directed monetary contributions. Direct monetary contributions to communities are limited by policy restrictions on state or other types of revenue; however, UNCG invests strategically in ways that have real economic value to its communities.

Examples of UNCG contributions include the following. UNCG has partnered with Guilford County Schools to establish the Early Middle College (EMC). The EMC started in August 2011 with 50 ninth graders, and has increased by 50 more students each year subsequent with a maximum capacity of 200 to be reached in the 2014-2015 school year. UNCG's contributions towards the EMC in 2013-2014 are estimated to be over two million dollars, including six UNCG classrooms, faculty buy-out, graduate assistantships and tuition waivers, and other discretionary funding.

UNCG staff and faculty have served leadership roles in other cross-sector, local collaborations for the design and plans for the Downtown Campus Initiative, which will receive additional funding and resources from UNCG once implemented in the coming years. The Downtown Initiative is a shared college campus that will bring together the city's five

four-year colleges, Guilford Technical Community College and the Elon University law school. UNCG, N.C. A&T and GTCC will each move one or two nursing education programs to this building. Together, their programs will have nearly 400 students pursuing associate's, bachelor's or advanced degrees in nursing. Cone Health will be involved, too, and organizers hope to build a medical-simulation lab predicted to draw thousands of health professionals from across the country to train there.

UNCG has played a lead collaborative role on the Degrees Matter! initiative which has secured eligibility for $200,000 in initial funding from the Lumina Foundation via the Community Partnerships for Attainment award. Degrees Matter! is a shared partnership between UNCG, The Community Foundation of Greater Greensboro, Opportunity Greensboro, The United Way of Greater Greensboro, and other local universities. The mission is to increase the number of adults with college degrees in Greater Greensboro/High Point; by engaging, connecting and supporting the 67,000+ residents who have been to college but not finished a degree. Two UNCG staff members (at nearly 75 percent workload each) have been allocated towards the development of this initiative.

Gateway Research Park, and the Joint School of Nanoscience and Nanotechnology hosted there, are the result of collaborations among UNCG, The University of North Carolina Agricultural and Technical College, the City of Greensboro, private foundations, and economic development groups. The venture was designed to facilitate collaborations between world-class researchers and businesses – to move scientific discoveries from the lab to the marketplace benefitting the local community, region, and North Carolina by transforming cutting-edge intellectual properties into thriving business ventures. The research park is anticipated to generate an economic impact of $50 million per year in the Triad, with companies and agencies located at the Gateway University Research Park encompassing more than 2,000 employees.

C-3: DOCUMENTATION AND ASSESSMENT
3a. How does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community? Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are the data used? What changes are apparent in this data since the last classification? What tracking or documentation mechanisms does the campus still need to develop?

UNCG does not have a single annual reporting system across academic units. However, since the 2008 application, UNCG has made great advances in creating a common, systematic tracking mechanism to complement existing annual reporting structures to collect data on community engagement and public service specifically. The Institute of Community and Economic Engagement (ICEE) and the Office of Leadership and Service-Learning (OLSL) are the two primary offices that track and document community engagement. The Institute designed the Community Engagement Collaboratory to track university-community partnership projects. In August 2012, deans and other heads of units were asked at Deans Council and by subsequent follow up via the Provost to send data to ICEE staff on recent and current community-university partnerships and projects. Additional data was pulled from websites, newsletters, funding lists, and other reports and records. In

summer 2014, faculty/staff will be provided a new Collaboratory 2.0 to allow reporting and tracking of public service activities, as well as curricula and community engagement. Collaboratory 2.0 will also allow community partners to provide feedback on their partnership experience with university members and the anticipated and achieved short- and long-term outcomes of the project.

The Collaboratory is managed by ICEE staff, though much data is publicly searchable. For example, advancement/development staff print "reports" that list partnerships within units/departments when developing donor requests. Collaboratory data was used to develop UNCG's socioeconomic impact report and to identify four primary impact areas of UNCG's collective engagement with the community for future, university-wide strategic planning. Data supports reporting for applications for honors and recognitions (President's Community Service Honor Roll, Higher Education Civic Engagement Award, this Carnegie classification). Most frequently, the database is used by community and university members and the ICEE Referral Desk to connect people for potential partnerships and service.

Beyond the Collaboratory, the OLSL collects annual data for the President's Honor Roll that includes qualitative and quantitative data on curricular and co-curricular community engagement. This data is collected primarily through direct requests to faculty/staff, are contained in a spreadsheet, and used to report "counts" of the number of hours, students, and courses engaged in the community to share with the Board of Trustees, legislators, executive staff, and advocates for UNCG's public mission.

Further, the Registrar tracks designated service-learning courses (and student enrollments) using an "SVL" marker. The Registrar also tracks community-*based* courses that have not received SVL designation, but which involve students with community organizations (e.g., internships, practica, clinicals, teacher placements). This data is being used to understand all the ways in which students are engaged in and with the greater community, and will serve as the basis for further plans to strengthen student learning, partnerships, and outcomes.

With the advent of the University of North Carolina system's requirement to submit annual metrics on community engagement and economic development in 2014, ICEE has begun to work closely with the Office of Institutional Research to ensure effective and efficient collection of such data. Much of the data will be collected using the Collaboratory and Registrar's data.

C-3: DOCUMENTATION AND ASSESSMENT
3b. Describe the mechanisms used for systematic campus-wide assessment and measurement of the impact of institutional engagement. Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are data used? What assessment and measurement mechanisms does the campus still need to develop?

Since the last application, UNCG has worked to establish a greater understanding of who is doing what, where, with whom, and towards what purposes. Understanding the full portrait

of UNCG's engagement with the community through its many different forms is essential to establish a baseline from which to build assessment strategies. Since 2007, the Office of Leadership and Service-Learning (OLSL) has administered an online course experience survey to students enrolled in designated service-learning courses. Instructors receive scores for their course, as well as aggregate scores for all SVL courses that term. OLSL uses this data to understand service-learning's effect on student learning and development. In 2013, the assistant director for service-learning, a communications faculty member, and an education doctoral student developed a study on the motivations and professional identity, perceived support, impact and student learning goals that faculty have for their community engagement activities. Qualitative and quantitative data were collected through electronic surveys and focus groups and will be added to other points of data collection, such as the feedback forms and discussion groups facilitated by the OLSL at the annual community partner appreciation breakfast. Community partners are asked about the value of the support they receive from OLSL and recommendations for topics, events, and presenters that would foster community-university collaborations and partnerships. OLSL is currently working on a more robust assessment to gauge satisfaction and impact of their partnership with UNCG.

Since 2010, ICEE has collected data on faculty, staff, students, and community partners attending the UNCG Community Engagement Series to better understand perceptions of community engagement, engaged-scholarship, and community-university partnerships. This data is used to understand what types of professional development opportunities ICEE should provide to facilitate continued excellence in engaged scholarship activities. The survey asks respondents' abilities 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.

The Community Engagement Collaboratory 2.0 will include automatic requests from community partners for feedback on partnership experiences with university members and the anticipated and achieved short- and long-term project outcomes. Data will allow for regular review of partnership outcomes from the perspective of the community partner. The Collaboratory data will serve as the basis to establish focused assessment and measurement strategies to develop greater and more precise understanding of the impact of community engagement on student learning and development, faculty/staff scholarship, and community capacity building and outcomes. For example, the Collaboratory was used to identify

community-based representatives from 18 partnerships who were interviewed to inform UNCG's socioeconomic impact report in summer 2013.

C-3: DOCUMENTATION AND ASSESSMENT
3c. What are the current findings from the mechanisms used for systematic campus-wide assessment and measurement: and how are these different from the findings since the last classification?

Mechanisms to assess and measure campus-wide engagement have become more intentionally and well-developed since the 2008 application. This is in large part because of increased focus on this topic as a result of the 2008 application process, as well as changes to university strategic plans, promotion and tenure policies, and other organizational factors and contexts that have increased the level of commitment and attention to community engagement (see section I.C.1).

Since the last application, Office of Leadership and Service-Learning has developed and administered an online survey to students enrolled in service-learning courses. Results show positive student perspectives regarding their service-learning courses, their attitude towards community involvement, and their personal reflections on their experiences. Student responses regarding their understanding of their role as citizens and their sense of responsibility to serve their community as a result of their participation in service-learning were still positive, but not as strong as the above. Examples from the fall 2012 course surveys include:

- 85% of students surveyed either agreed or strongly agreed that the community participation aspect of their SVL course helped them to see how the subject matter they learned can be useful in real life.
- 80% agreed or strongly agreed that the community work they did through their SVL course helped them have a better understanding of course materials.
- 86% agreed or strongly agreed that the community work involved in their course helped them become more aware of the needs in their community, and learned how to become more involved in their community.
- 84% agreed or strongly agreed that the work in their courses benefitted the community.
- 82% agreed or strongly agreed that they can have a positive impact on local societal problems as a result of their participation in your course.
- 85% of students surveyed agreed or strongly agreed that they would encourage other students to take service-learning courses.

Initial findings from the research project undertaken by the assistant director for service-learning, a communications faculty member, and an education doctoral student (described in I.c.3.b) revealed that accomplishments and impact from community-engaged faculty work was perceived to benefit the community and ranged from conventional products (papers, posters, reports, evaluations, surveys) to nonconventional products (grants written on behalf of the organization, films, design products, public archeology, and new organizations).

UNCG has a baseline of descriptive data on over 200 community-university partnerships within the current Collaboratory 1.0 version of its database. This data will be imported into the 2.0 version in Summer 2014 and will serve as an important starting point for further plans for systematic campus-wide assessment and measurement of impacts on students, faculty/staff, community partners, and UNCG institutionalization. The Collaboratory 2.0 version will include survey items and feedback mechanisms sent from the central Collaboratory administrator to allow for ongoing assessment from key stakeholders. These will be reviewed by ICEE staff and advisory board members to establish recommendations for next steps to improve support, practice, and capacity for community engagement.

C-3: DOCUMENTATION AND ASSESSMENT – IMPACT ON STUDENTS
3d. Describe one key finding from current data and indicate how you arrived at this finding

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As described in Section 1.C.3.c, Office of Leadership and Service-Learning (OLSL) administers an online, service-learning course surveys to gain feedback from students on their perspective on the course, attitudes toward community involvement, and personal reflections on the experience. The following is excerpted from a letter sent to faculty whose students are enrolled in service-learning courses.

The majority of the feedback showed positive growth. A total of 129 students took the online survey (compared to 162 in Fall 2012).

Highlights/Strengths:
- 89% agreed or strongly agreed that the community work involved in their course helped them become more aware of the needs in their community (compared to 86% in Fall 2012).
- 92% learned how to become more involved in their community (86% in Fall 2012).
- 90% agreed or strongly agreed that the work in their courses benefitted the community (84%).
- 81% agreed or strongly agreed that as a result of their participation in your course, they feel they have a responsibility to serve their community (76%).
- 76% either agreed or strongly agreed that the community work in the course made them aware of their own biases and prejudices (67%). Student responses regarding their understanding of their role as citizens and their sense of responsibility to serve their community as a result of their participation in service- learning have slightly improved.
- 77% agreed or strongly agreed that that they have a better understanding of their role as a citizen as a result of their service-learning experience (compared to 75% in Fall 2012).
- 81% agreed or strongly agreed that as a result of their participation in your course, they feel they have a responsibility to serve their community (compared to 76% in Fall 2012). The impact of community work on students' understanding of course material was lower than students surveyed in fall 2012.
· 74% agreed or strongly agreed that the community work they did through their SVL course helped them have a better understanding of course materials (compared to 80% last fall).

These findings suggest that students may need help making connections between their service-learning experiences, course concepts, and their sense of social responsibility and understanding of themselves as citizens. Although these may not be disciplinary learning outcomes for your course, civic identity and growth are central goals of high-quality service-learning. Students may experience more growth in these areas if they are encouraged to process their experiences in terms of their civic identity as well as the course content.

The lowest scores were in the following area:
· 62% of student surveyed either agreed or strongly agreed that their relationship with the instructor of the course was enhanced because of the community work they performed (no change from last fall).

Responses to this question are consistently low across years. This may be due to the role of the instructor in facilitating the community portion of the course. This data helps OLSL to identify workshops, online resources, and other services to help faculty provide best practices in service-learning.

C-3: DOCUMENTATION AND ASSESSMENT - IMPACT ON FACULTY
3e. Describe one key finding from current data and indicate how you arrived at this finding

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The Institute for Community and Economic Engagement administered a survey to collect data from faculty who attended the ICEE-sponsored events in 2012-2013 to gain a better understanding of their feelings of preparation across a variety of community engagement activities. The following items are excerpted from the 2012-2013 ICEE Annual Report which was developed subsequently and which describes the findings according to a three point scale of very able/prepared (very), somewhat able/prepared (somewhat), not able/prepared (not). The survey question were located on the backside of a feedback form pertaining to the event specifically; therefore, participants may have completed the event feedback form, but not the survey items (represented here as "no response"). There were 102 faculty/staff participants, 15 students, and 6 community partners who completed this. Further analysis is underway currently.

- Define service-learning: 39% very, 37% somewhat, 7% not, 18% no response.
- Develop the syllabus of a service-learning course: 21% very; 29% somewhat, 20 not able, 30% no response
- Assist/Mentor a colleague to develop a community-engaged scholarship agenda or project: 21 very, 36% somewhat, 18% not, 25% no response.
- Communicate the scholarly components of community-engaged work into the P&T: 15% very, 37% somewhat, 21% not, 28% no response.
- Evaluate and assess the quality of community-engaged research/creative work: 19% very, 43% somewhat, 15% not, 24% no response.

In summary, those who attended ICEE-sponsored events in 2012-2013 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' preparation 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 and 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.

C-3: DOCUMENTATION AND ASSESSMENT - IMPACT ON COMMUNITY
3f. Describe one key finding from current data and indicate how you arrived at this finding

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To date, UNCG has not administered a single, common/central and repeated assessment of its impact on communities through community engagement activities. UNCG has, however, begun the essential task of mapping where faculty, staff and students are connecting to communities beyond academe to understand who is doing, what, where, when, and with whom towards what purposes. Doing so, through the Community Engagement Collaboratory (developed by ICEE staff) will allow targeted and focused assessments of the specific impact areas and outcomes intended by UNCG members and partners. For example, we expect to be able to convene individuals who have scholarship, jobs, passions, and resources dedicated towards "moving the needle" on certain impact areas. Together, we can set goals and establish evaluation and research programs to assess the impact of the interventions or activities that are collectively initiated.

Over the past five years, UNCG has periodically asked community partners for feedback about certain activities. For example, the Office of Leadership and Service-Learning administers a regular feedback form to community partners at the annual community partner appreciation breakfast. The Center for New North Carolinians regularly asks community partners for feedback on the students placed with them.

Most recently and significantly, in summer 2013, UNCG asked RTI International, a non-profit research firm, to help UNCG understand its socioeconomic impact on the Piedmont Triad region and the state of NC. RTI interviewed 21 individuals from the community, 15 of whom partner with UNCG on projects, and 6 that offer broader perspectives about the region and its future. These qualitative interviews helped clarify the nuances of the University's "value-add" to community programs. Though there was a degree of variance in responses, the overarching feedback was very positive; UNCG is a strong overall partner in the community and brings valuable resources to a variety of projects and their associated outcomes. In some cases, interviewees mentioned that certain projects would not exist without University staff or facilities supporting their efforts. Feedback about what wasn't working well was also provided. The report states: "Although this institutional attitude toward stronger engagement is noted and celebrated, some interviewees made comments such as 'it is only the tip of the iceberg.' … Another area worth focusing on involved imposing a greater sense of urgency to harness the research capabilities at UNCG and channel these capabilities for greater technology commercialization. Some noted that UNCG had to cut programs resulting from state budget cuts and simply wished some of those functions could be reinstated, while others suggested that more discrete and focused internships with community organizations could strengthen the University as a community-

oriented institution. Finally, it was also noted that the City of Greensboro has struggled with a history of tense race relations and that a university such as UNCG could potentially help function as a mediator of sorts as contemporary issues arise to help bridge a stronger understanding across racial and ethnic lines." The socioeconomic report serves as an internal document to date; a more rigorous Phase 2 of community engagement is planned.

C-3: DOCUMENTATION AND ASSESSMENT - IMPACT ON INSTITUTION
3g. Describe one key finding from current data and indicate how you arrived at this finding

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In support of the faculty's decision to recognize and reward community-engaged scholarship, alongside other forms of traditional and innovative forms of scholarship, in promotion and tenure policies, UNCG's Dr. Emily Janke and Dr. Barbara Holland (a visiting Senior Scholar in the Institute for Community and Economic Engagement) offered a series of facilitated dialogues that served as an opportunity for faculty to discuss a common and rigorous approach to documenting and assessing the quality and impact of all forms of scholarly activities and products, including community-engaged scholarship. Eight facilitated faculty dialogues took place from September 17-21, 2012, drawing 113 representatives from 42 departments and seven academic units, including 21 department chairs/heads, 3 deans, 5 associate deans, 7 directors, 26 members of various promotion and tenure committees, 11 assistant professors, 22 associate professors, and 30 full professors. Extensive notes were taken at each of the eight faculty dialogues, and pervasive themes raised in at least four of the dialogues were reported back to participants to inform future discussions and plans.

Key themes emerged from UNCG's faculty dialogues, including:
1. Apparent general acceptance among faculty of community-engaged scholarship as a legitimate strategy for teaching, research/creative activity, and service – as well as an understanding of the need to recognize, assess, and reward it
2. General consensus across faculty that community engagement should lead to both traditional and non-traditional scholarly outputs.
3. Faculty reviewers do not feel fully prepared and skilled to fully and accurately assess community-engaged scholarship. A series of challenging and persistent issues make it difficult to evaluate the quality, impact, and eminence of nontraditional forms of scholarship and reveal a need for further faculty development.
4. The "three-bucket problem" – how to disaggregate academic work roles that are increasingly experienced by faculty as integrated activities – was expressed by faculty as a frustration and a barrier to the accurate representation of faculty productivity, regardless of whether the work was community-engaged; others felt that the traditional divisions should be maintained.
5. Questions about the relative importance ("weight") of teaching, research/creative activity, and service as indicated by hiring, promotion, and tenure decisions.
6. Expression of the need for clear statements from administrative leadership (deans, provost, and chancellor) indicating support for community-engaged scholarship as an important scholarly method, as well as support for faculty involvement in and

commitment to creating methods or rubrics for assessing and rewarding nontraditional academic work plans and products based on community-engaged methods.

7. Question of whether the institution, and departments individually, could financially afford to enact role differentiation.

8. The revelation that faculty reviewers need impact/quality reviews from non-academic community partners.

C-4: PROFESSIONAL DEVELOPMENT
As evidence provided for your earlier classification, you described the ways the institution offers professional development support for faculty, staff, and/or community partners who are involved with campus-community engagement. For re-classification, describe what has changed, if anything, with professional development for community engagement. How have the content, program, approaches, or audience for professional development changed since the last Carnegie classification? What have been the results?

In the 2008 application, the Office of Leadership and Service-Learning (OLSL) served as the central hub for supporting community-engaged service, teaching, and research. OLSL remains an essential provider of professional development to students, faculty, staff and community partners for co-curricular service and curricular community engagement, and is joined by the Institute for Community Engagement (ICEE), Faculty Teaching and Learning Commons (FTLC), and the Office of Community Engagement in the Health and Human Sciences (OCEHHS).

The assistant director for service-learning (located in OLSL) leads the institution in implementing academic service-learning at UNCG. Areas of impact include: faculty and community partner capacity building to most effectively engage students in community-based learning and citizenship development, individual and departmental consultations, faculty/graduate assistant professional development seminars/workshops, course development support, problem resolution, and best practices for deep learning and vital collaboration. In 2012, a service-learning faculty learning community was established within the FTLC in partnership with OLSL. The two offices also collaborate to offer professional development workshops to faculty, staff and graduate students on campus (e.g., Stars of Pedagogy, which features innovative service-learning and digital teaching methods; NERCHE webinars).

OLSL offers four annual faculty-community networking events: the volunteer and service-learning fair, a networking event, the community engagement series, and the community partner appreciation breakfast. The service-learning faculty fellow position provides additional faculty development opportunities.

In 2012-13 OLSL piloted a "service-learning hub" as part of the Achieve Guilford community-university-business initiative. The vision of a service-learning hub is to establish a partnerships between universities, schools, and nonprofits to allow for mentored service

opportunities in which college students help guide school students in reflection about character development (a key component of Guilford County Schools educational priorities).

OLSL and ICEE are identified in the proposed Quality Engagement Plan (QEP) to support faculty and community partners to develop and offer additional international as well as local service-learning courses and community-engaged experiences specifically and intentionally designed to expose students to multicultural contexts and address the QEP Learning Competencies.

ICEE has co-hosted a Community Engagement Series since 2010, building on the earlier Service-Learning Series originally established in OLSL. These events are described in other sections of this application (see I.C.11 and I.C.15). ICEE provides partnership consultations to community partners and UNCG members who seek to establish community-engaged partnerships for mutual benefit. For example, ICEE helped the Interior Architecture Department to identify strategies, allies, and pathways for continued support for its newly renamed and re-missioned Center for Community-Engaged Design. ICEE helped the department of Educational Research Methods to network with over a dozen executive directors of local nonprofits to inform a plan for community-engaged learning opportunities for masters and doctoral students through the newly established Office of Assessment, Evaluation and Research Services. ICEE has also partnered with the Office of Sponsored Programs to provide faculty workshops on how to establish community-university partnerships for scholarship, as well as how to find and apply for external funding for community-engaged scholarship.

For additional examples see: sections I.C.11, 2.B.8., and III.1.

C-5: FACULTY ROLES AND REWARDS
Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty with expertise in and commitment to community engagement?

Searches for and recruitment of community-engaged faculty have increased in practice across many departments, though such targeted recruitment is not codified as a policy. For example, a winter 2014 posting for a professor in the Educational Leadership and Cultural Foundation department (ELC) states the following: "The ELC Department seeks an individual who participates energetically in collaborative, democratic leadership; evidences a commitment to teaching, scholarship, research, and community engagement; and actively engages in department, school, university, community, and national service activities". Since the founding of the Institute for Community and Economic Engagement (2012) several departments (e.g., History, Educational Research Methods) have scheduled candidate interviews with ICEE's director to help inform candidates about UNCG's support for community engagement and encourage them to envision their future selves at UNCG in partnership with community organizations. A meeting with a dozen first year faculty members in September 2013 revealed that many of them had reviewed the Community and Friends website which showcases community engaged scholarship through stories, links, and the Community Engagement Collaboratory.

In Fall 2013, the Chancellor's Advisory Committee for Diversity, Equity and Inclusive Excellence (CACDEIE) was tasked to create a report and recommendations related to faculty engagement factors affecting retention at UNCG. The sub-committee working on this report is exploring the connections among factors such as the role of community engagement among younger generations of faculty members in addition to other factors, including mentoring, professional development, climate, workload, and clear expectations and feedback regarding promotion and tenure. This work is connected to the literature on community-engaged faculty and next generation scholars, including the catalyst paper "Full Participation: Building the Architecture for Diversity and Public Engagement in Higher Education" (2011) and research done by scholars such as Cathy Trower, Barbara Holland, Kerry Ann O'Meara, and Carol Colbeck on faculty motivation and community-engaged scholarship.

C-6: FACULTY ROLES AND REWARDS
In the period since your successful classification, what, if anything, has changed in terms of institutional policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

In 2010, the Faculty Senate passed a resolution to integrate community-engaged scholarship into the university-wide promotion and tenure policy. It was decided by the faculty to insert community engagement into the existing sections for teaching, research/creative activity, and service in recognition that community-engaged scholarship is a legitimate and valued form of scholarship, not a separate/additional activity or role. Below are examples of how community engagement is listed in the policy within the three primary faculty work roles. There have been recent conversations (AY2013-2014) to revisit the policy to provide clearer definitions of community-engaged scholarship. Shortly after the adoption of the policy in 2010, the (now) Director of the Institute for Community and Economic Engagement (ICEE) was asked to assist with the development of terms and definitions to help support the implementation of the policy at a practical level. ICEE has continued to serve a supportive role in clarifying community engagement and practices for its documentation and assessment.

Further supporting the policy change at the Faculty Senate level, UNCG also established support for community-engaged scholarship within the UNCG 2009-2014 Strategic Plan (see strategic goal 4.3). In the implementation phase of the report for community-engaged scholarship, the team identified metrics that would indicate "support" and which could be tracked annually. The number and proportion of units and departments that had aligned to the newly revised promotion and tenure guidelines was established as a metric for this aspect of the strategic plan. This action meant that each year, an office was responsible for collecting strategic plan metrics data. The Office for Research and Economic Development, which launched the Community Engagement Initiative in 2010 and which became ICEE in August 2012, was and continues to serve as the entity responsible for collecting data for this metric. Requests for updated numbers at the unit and department level were routed through the Provost's office and had the effect of prompting (a) conversation about what

this policy means, (b) the need for further support to implement the policy at a practical level, and (c) compliance of all units and departments within three academic years of the university-wide policy change.

Finally, an important change in promotion and tenure policy process that is significant for, but not directly related to, rewarding community-engaged scholarship is that all cases for promotion and tenure advance through all levels of review from department to unit to university-wide level. Previously, candidates that were denied promotion and/or tenure at the department level did not receive further review at the higher levels - they did not make it out of the department. The Provost initiated a change in policy that, ultimately, had the effect of allowing more senior level administrators the ability to protect candidates who are engaged in new forms of scholarship that may not yet be understood or valued within their departments, such as community-engaged scholarship. This policy has been used by senior level administrative leaders to this effect to date.

> **C-7: FACULTY ROLES AND REWARDS**
> **Is there an institution-wide definition of faculty scholarly work that uses community-engaged approaches and methods? Please describe and identify the policy (or other) document(s) where this appears and provide the definition.**

Community-Engaged Teaching (section II.A.1.(e) of the UNCG Promotion and Tenure Guidelines)
- Developing and delivering community-based instruction, such as service-learning experiences, on-site courses, clinical experiences, professional internships, and collaborative programs
- Developing and delivering off-campus teaching activities such as study-abroad courses and experiences, international instruction, and distance education courses
- Developing and delivering instruction to communities and other constituencies

Community-Engaged Research and Creative Activities (section II.B.1.(c) of the UNCG Promotion and Tenure Guidelines
- Writing papers for refereed journals and conference proceedings
- Creating exhibits in educational and cultural institutions
- Disseminating community engaged research through public programs and events
- Conducting and disseminating directed or contracted research
- Conducting and reporting program evaluation research or public policy analyses for other institutions and agencies
- Developing innovative solutions that address social, economic, or environmental challenges (e.g., inventions, patents, products, services, clinical procedures and practices)

Community-Engaged Service (section II.C.1.(d) of the UNCG Promotion and Tenure Guidelines)
- Consulting and providing technical assistance and/or services to public and private organizations
- Writing position papers for the general public
- Collaborating with schools, businesses, advocacy groups, community groups, and civic agencies to develop policies
- Providing leadership in or making significant contributions to economic and community development activities

The director of the Institute for Community and Economic Engagement was asked by faculty and administrative leaders to develop materials in support of campus deliberations regarding the positioning of community engagement and community-engaged scholarship in the promotion and tenure guidelines currently being re-examined and refined. Although each discipline, department, School and College will articulate the meaning and significance of community engagement and community-engaged scholarship based on its individual paradigms, policies, and practices, it was argued that these efforts needed to be supported by a literature base of core principles and definitions.

The purpose of the document was to inform faculty and department members' dialogues and work by providing some suggested language that integrates UNCG conversations and policy with scholarly literature to address how community engagement may be achieved through the scholarly activities of research, creative activity, teaching, and service – and, how it may be defined within unit- and department-level promotion and tenure evaluation guidelines.

In particular, we addressed the question of what is community engagement, and how high quality community-engaged research, creative activity, teaching, and service are distinct from community service (also referred to as outreach). The definitions were intended to provide a reference point for faculty determinations of how community-engaged faculty work can be conceptualized, evaluated, and rewarded.

This document draws carefully on a range of local and national conversations regarding the meaning of community engagement, scholarship, and community-engaged scholarship. The terms and definitions represent a distillation of conversations, documents, policies, and reports, including those referred to in the paragraph above, the 14 meetings held during the 2010 Building the University's Capacity for Community Engagement Speaker Series (co-sponsored by the Provost's Office, OLSL, ORED, Faculty Senate, UTLC) which involved nearly 300 faculty, staff, administrators, students, and community partners, as well as meetings with faculty members and representatives of various units, offices, institutes, networks, advisory boards, and centers.

C-8: FACULTY ROLES AND REWARDS
Are there institutional level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? If needed, use this space to describe the context for policies rewarding community engaged scholarly work.

Language was adopted within the university-wide policy for promotion and tenure across the three core faculty work roles of teaching, research/creative activity, and service. These modifications to the promotion and tenure guidelines are further reflected in the online format into which dossiers are uploaded (UNCG has used an entirely online system since 2012). Additionally, definitions of community engagement, public service, community-engaged teaching, community-engaged research/creative activity, and community engaged service that were developed in the Institute for Community and Economic Engagement and hosted on its website along with other curated resources for faculty candidates and reviewers are linked to directly from the Provost's website where all other policies are linked. In this way, the Provost demonstrates significant support for connecting faculty to

resources to facilitate documentation and review of community-engaged scholarship as a valued form of faculty work.

C-9: FACULTY ROLES AND REWARDS
9a. Is community engagement rewarded as one form of teaching and learning? Please describe and provide text from faculty handbook (or similar policy document)

II.A.1.(e) Community-Engaged Teaching
- Developing and delivering community-based instruction, such as service-learning experiences, on-site courses, clinical experiences, professional internships, and collaborative programs
- Developing and delivering off-campus teaching activities such as study-abroad courses and experiences, international instruction, and distance education courses
- Developing and delivering instruction to communities and other constituencies

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C-9: FACULTY ROLES AND REWARDS
9b. Is community engagement rewarded as one form of scholarship? Please describe and provide text from faculty handbook (or similar policy document)

II.B.1.(c) Community-Engaged Research and Creative Activities
- Writing papers for refereed journals and conference proceedings
- Creating exhibits in educational and cultural institutions
- Disseminating community engaged research through public programs and events
- Conducting and disseminating directed or contracted research
- Conducting and reporting program evaluation research or public policy analyses for other institutions and agencies
- Developing innovative solutions that address social, economic, or environmental challenges (e.g., inventions, patents, products, services, clinical procedures and practices)

C-9: FACULTY ROLES AND REWARDS
9c. Is community engagement rewarded as one form of service Please describe and provide text from faculty handbook (or similar policy document)

II.C.1.(d) Community-Engaged Service
- Consulting and providing technical assistance and/or services to public and private organizations
- Writing position papers for the general public
- Collaborating with schools, businesses, advocacy groups, community groups, and civic agencies to develop policies
- Providing leadership in or making significant contributions to economic and community development activities

C-10: FACULTY ROLES AND REWARDS
Are there college/school and/or department level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? Which colleges/school and/or departments? List Colleges or Departments: What percent of total colleges/school and/or departments at the institution is represented by the list above?: Please provide three examples of colleges/school and/or department level policies, taken directly from policy documents.

100%:
- College of Arts & Sciences: African American Studies; Anthropology; Archeology; Art; Bachelor of Arts in Liberal Studies; Biology; Chem & Biochem; Classical Studies; Comm Studies; Engl; Environmental Studies; Freshman Seminar Program; Geography; History; Interior Architecture; Intl. & Global Studies; Lang, Lit, and Cultures; Math & Stat; Media Studies; Phil; Physics & Astronomy; Psy; Religious Studies; Women's and Gender Studies; Sociology.
- School of Music, Theatre, and Dance: Music Edu; Music Performance; Music Studies; Theatre; Dance.
- Bryan School of Business and Economics: Acct and Finance; MGMT; Consumer, Apparel, and Retail Studies; Econ; IS and Supply Chain Mgmt; Marketing, Entrepreneurship, Hospitality & Tourism.
- Joint School of Nanoscience and Nanoengineering: Nanoscience; Nanoengineering.
- School of Education: Counseling & Ed Dev; Ed Leadership and Cultural Foundations; Ed Research Methodology; Library and Information Studies; Specialized Education Services; Teacher Ed and Higher Ed.
- School of Health and Human Sciences: Conflict & Peace Studies; Comm Sciences & Disorders; Comm and Therapeutic Rec; Human Dev and Fam Studies; Kinesiology; Nutrition; Public Health Ed; Social Work; Genetic Counseling; Gerontology.
- School of Nursing: Adult Health; Community Practice; Parent-Child Health.
- University Libraries: Access Services; Acquisitions/Serials; Cataloging; Electronic Resources & IT; Hodges Special Collections/University Archives; Music Lib; Ref and Instructional Services.

College of Arts and Sciences excerpt from the Research, Scholarship, and Creative Activity section of unit-level promotion and tenure policy (http://aas.uncg.edu/documents/promotion_tenure/CollegePandTGuidelinesrevisedApril2011.pdf, p.2): "Community engaged scholarship is distinct from service in several ways. Unlike service, community engaged scholarship produces research products such as publications or exhibitions. It is not merely descriptive but is grounded in theory, applicable to other contexts, and demonstrates methodological rigor in terms that give it disciplinary or interdisciplinary status. Community engaged scholarship is also distinct from other kinds of research in that it is undertaken in collaboration with community partners who help set research questions, determine methodology, join in creating research projects, and/or engage in other activities that bridge the researcher's academic context and the community context of the partner(s)." (Note: The CAS policy references the university-policy in each section of teaching, research/creative activity, and service which provides examples of

community engagement activities/artifacts. It also defines community-engaged service within the policy.)

School of Health and Human Sciences excerpt from section of unit-level promotion and tenure policy on the Centrality of Scholarship in Faculty Roles and Responsibilities (https://www.uncg.edu/hhs/hhs-promotion-and-tenure-policies-guidelines.pdf , p. 2): "Scholarship is characterized by original intellectual work that results in the creation, synthesis, dissemination and/or application of knowledge. It is based on a high level of professional expertise, and its significance can be validated by peers. Avenues of scholarship include research, creative works and community engagement." (Note: specific references to community engagement are also found in statements and examples in teaching, research/creative activities, and service sections of the policy)

Peace and Conflict Studies Department excerpt from department promotion and tenure policy (http://hhs.uncg.edu/wordpress/cps/wp-content/uploads/sites/7/2013/04/Peace-Studies-PT-Nov-2013-1.pdf , ¶1): Within the Department of Peace and Conflict Studies, teaching, service, and scholarly research are significant and intertwining areas key to making decisions about promotion and tenure. Consistent with the UNCG mission as a metropolitan research institution that seeks to serve its urban, regional, state, national, and global communities, community engagement is of primary importance to scholarly work as it addresses the concerns and opportunities of these communities. Recognizing the multi-disciplinary, contextual, and engaged nature of the field of peace and conflict studies, community engagement is embedded in the teaching and scholarship arenas.

C-11: FACULTY ROLES AND REWARDS
Is there professional development for faculty and administrators who review candidates' dossiers (e.g., Deans, Department Chairs, senior faculty, etc.) on how to evaluate faculty scholarly work that uses community-engaged approaches and methods? Describe the process, content, and audience for this professional development and which unit(s) on campus provides the professional development

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In September 2012, Dr. Barbara Holland (ICEE Senior Scholar) and Dr. Emily Janke, facilitated a series of faculty dialogues on the promotion and tenure process at UNCG. Drs. Holland and Janke led over 100 faculty and staff in seven sessions across five days. They discussed a common and rigorous approach to assessing the quality and impact of all forms of scholarly activities and products, including community-engaged scholarship. Invitations to dialogues were grouped by academic unit and participants were introduced to common content with customized, disciplinary hypothetical cases.

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. Verbatim notes were taken of all dialogues.

Findings from the dialogues (presented in further detail in I.C.3.g) revealed that revising guidelines to recognize community-engaged scholarship remains a challenge as it

necessarily raises other fundamental questions about the promotion and tenure policy. For example, the current guidelines require faculty to compartmentalize their scholarly work into three "buckets" (teaching, research/creative activity, service), which can be problematic for community-engaged, as well as other (e.g., interdisciplinary), forms of scholarship.

The results of the meetings were emailed in a letter to the Chancellor, Provost, Deans Council, and all attendees of the dialogues, as well as included on the ICEE website and annual report. The ICEE director and Holland met with the chair of the faculty senate and chairs of the unit-level promotion and tenure committees in Spring 2013 to discuss the results of the Fall 2012 dialogues – and next steps.

In addition to the seven dialogues on evaluating the mosaic of faculty talents and contributions, Drs. Holland and Janke 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: http://communityengagement.uncg.edu/scholarly-resources/p-t.aspx.

This and other professional development opportunities for documenting and reviewing community-engaged scholarship have been supported by ICEE, the Office of Leadership and Service-Learning, the Faculty Teaching and Learning Commons, and Faculty Senate. Professional development has been offered as part of the new faculty orientation program brownbag series, in the new faculty mentoring program in which faculty candidates for promotion and/or tenure are advised on how to document scholarship. The Scholarly Communications Committee (faculty senate subcommittee) specifically targeted P&T committee members recognizing the broad range of scholarship artifacts. Additional workshops for chairs and P&T committee members to support mentoring, advising, and evaluation of community-engaged scholarship are planned for Spring 2014. ICEE has published two volumes titled Excellence in Community Engagement and Community-Engaged Scholarship to document the lessons offered by nationally recognized experts, as well as additional definitions and tools/models for defining, documenting, and reviewing community-engaged scholarship.

C-12: FACULTY ROLES AND REWARDS
If current policies do not specifically reward community engagement, is there work in progress to revise promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches and methods? Describe the process and its current status.

N/A

C-13: STUDENT ROLES AND RECOGNITION
Provide a narrative that speaks broadly to involvement of students in community engagement, such as the ways students have leadership roles in community engagement (give examples), or decision-making roles students have on campus related to community engagement (planning, implementation, assessment, or other). How has student leadership in community engagement changed since the last classification? How is student leadership in community engagement recognized (awards, notation on transcript, etc.)?

Student Reflection Leader Program:
The student reflection leader program is an innovative leadership-training program for students in which they assist instructors in leading reflection in the classroom. Students are hired, paid, and trained by the Office of Leadership and Service-Learning to lead reflection assignments and activities as peer educators in service-learning classes. Reflection leaders attend classes, meet with instructors, and work with students both in and out of class to create reflection activities. Reflection leaders help students connect their service to their coursework through facilitating discussion, asking questions, writing assignments, games, songs, and KWL (know, want to know, learn) charts.

Intentional efforts have been made at UNCG over the past three years to further develop student leadership roles within co-curricular community engagement. Within the Office of Leadership and Service-Learning (OLSL), new opportunities have been developed, such as Community and Civic Engagement Fellows, the Hunger and Homelessness Awareness Week Planning Committee, and the MLK Day of Service Planning Committee. New roles were also created within two co-sponsored programs – the Empty Bowls Planning Committee (a collaborative project between OLSL, Housing and Residence Life, Multicultural Affairs, and Campus Activities and Programs) and the sophomore mentors of one Living Learning Community structured around community engagement – Make A Difference House (co-sponsored by Housing and Residence Life and OLSL). The Service Trips program, while not a new initiative, has expanded since our last classification, thus creating additional coordinator roles for students. Within these programs, student leaders have a wide range of responsibilities. Service Trip Coordinators, for example, identify their community partners, design educational opportunities for student participants, and plan and facilitate daily reflection activities for alternative breaks. Leaders working on the various planning committees have the ability to design and implement awareness-raising and service opportunities for campus, and often have the opportunity to decide the community beneficiaries of on-campus philanthropy.

Recognition of student leadership in community engagement takes multiple forms, including scholarships, award ceremonies, and appreciation dinners. Institutional scholarships that include service as a criterion of eligibility are awarded annually. Five such scholarships provided by the Division of Student Affairs and its departments are the Georgia Cooper Moore Service Leadership Award, the Pamela A. Wilson Memorial Scholarship, the Tom and Susan Ross Civic Engagement Internship, the Phillips-McCracken Civic Engagement Scholarship, the Mary Lib Manning Slate Endowed Scholarship, and the MLK Service Award. Students leading OLSL-based co-curricular programs are recognized at annual celebrations,

through nomination for campus- and community-based awards, and in the case of Service Trips, by the Coordinator of the Year award. The Lloyd International Honors College gives up to 50 student excellence awards recognizing, among other things, activities such as independent research, study abroad, and community engagement that link to the student's academic studies.

Finally, UNCG's Leadership Challenge Certification is based upon the Citizen-Leader model requiring civic engagement and service. These experiences assist students in the development of leadership skills through varied leadership experiences, prepare students to serve as citizen-leaders in a global community, and engage in the process of leadership through leadership-service-learning.

C-14: SUPPLEMENTAL DOCUMENTATION
Is community engagement noted on student transcripts? If yes, is this a change from your prior classification?

NO. A small, faculty-led team is being established to develop concrete objectives, criteria for completion, and outcomes associated with each Undergraduate Pathway (UP). Undergraduate Pathways involves mapping and tracking curricular progress and milestones as a way to enhance the value of a UNCG degree and thereby improve student retention. One important component is to develop plans for Curricular UP Tracking, which enhances the undergraduate degree with an emphasis in a key knowledge/skill area related to UNCG's core institutional identity. Three prospective areas include community engagement, research, and global engagement. Students could complete the criteria for an emphasis (designated coursework, activities, co-curriculars, etc.) that would be noted on their transcript and recognized at graduation. This initiative has been presented by the Faculty Senate.

This builds on previous efforts and reports that had been initiated by Undergraduate Studies and Student Affairs. The previous recommendations had been rejected with the recommendation that this effort be led and driven more closely by faculty and in connection with faculty senate.

C-15: SUPPLEMENTAL DOCUMENTATION
Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus? Please provide examples.

YES. In January 2013, UNCG hosted Dr. Timothy K. Eatman, Co-Director of Imagining America: Artists & Scholars in Public Life and Assistant Professor of Higher Education at Syracuse University. The focus of the two-day visit was The Intersection of Diversity, Community Engagement, and Student Success. Dr. Eatman spoke to over 127 faculty, staff, students, and community members on a variety of subjects.
Dialogues facilitated by Eatman included strategies for equity, diversity, and inclusion to improve college access and success of traditionally underserved students the next generation of community-engaged scholars; collaborative technologies; the role of the arts, humanities, and design to re-imagine and reinvigorate scholarship and communities.

Evaluation data collected at each of the workshops suggest 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.
Eatman's visit was part of the larger UNCG Community Engagement Series (http://communityengagement.uncg.edu/speaker-series.aspx), a collaborative university-wide initiative that brings nationally and locally renowned community engagement scholar-practitioners to campus to engage 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.

As a direct result of the planning and successful outcomes of the Series, the director of the Institute for Community and Economic Engagement was asked to serve on the Chancellor's Advisory Committee for Equity, Diversity and Inclusive Excellence (CACEDIE). The Committee has been charged to review practices and efforts by the academic areas to recruit, retain and engage faculty; the recruitment, retention and graduation success of our undergraduate and graduate student populations, and recruitment and hiring processes on campus. The conversation sparked by Eatman about full participation has persisted into these dialogues and plans.

Diversity efforts are also specifically connected to community engagement within the Center for New North Carolinians through partnerships, programs, grants, professional development, and fellowships. ORED shares best practice in cultural competence with CACEDIE and Human Resources. The Coalition for Diverse Language Communities (http://cdlc.uncg.edu/) was founded by faculty and supported by the School of Education dean and the ORED vice chancellor to promote innovative, relevant, and collaborative work in the areas of community-engaged research, outreach and advocacy, policy work, and professional development. This impressive network includes fellowships for community-engaged scholarship, professional development, grants, publications, and conference and community presentations.

Diversity and inclusion are connected via the QEP topic of Global Engagement as the topic relates to intercultural competence and uses community engagement strategies to teach these abilities and skills. Additionally, the School of Health and Human Sciences Office of Diversity hosted a Faculty Forum on Community Engagement and Diversity. Panelists presented data collected from its faculty and other studies on the interconnections between the two priorities.

C-16: SUPPLEMENTAL DOCUMENTATION
Is community engagement connected to efforts aimed at student retention and success? Please provide examples.

YES. First, A small, faculty-led team is being established to develop concrete objectives, criteria for completion, and outcomes associated with each Undergraduate Pathway (UP). Undergraduate Pathways involves mapping and tracking curricular progress and milestones as a way to enhance the value of a UNCG degree and thereby improve student retention. One important component is to develop plans for Curricular UP Tracking, which enhances the undergraduate degree with an emphasis in a key knowledge/skill area related to UNCG's core institutional identity. Three prospective areas include community engagement, research, and global engagement. Students could complete the criteria for an emphasis (designated coursework, activities, co-curriculars, etc.) that would be noted on their transcript and recognized at graduation. This initiative has been presented by the Faculty Senate.

Second, in Fall 2013, UNCG's Chancellor requested an Enrollment Management report regarding the Undergraduate Lifecycle. One of the group's recommendations was for the campus to refocus energy to our roots in community engagement - asking that community engagement become even more central to our campus culture. This report was presented by the Provost to the Board of Trustees and accompanied by examples of how UNCG is already enacting parts of the recommendation. Copied here is the response for community engagement.

Action Items (excerpted):
1.   Expand the number of officially designated service-learning courses into the first-year experiences, general education curricula, majors, programs, and core programs. Service-learning courses provide important learning opportunities when incorporated at all levels (100-400 level courses, as well as graduate courses) to support students' personal, professional and disciplinary developmental trajectories. Service-learning may be expanded into 100-200 level courses, such as those offered within UNCG's learning community program. The LCs currently offer a spring service-learning course, ISL 104: Service, Reflection and Inquiry. First-year students living in The Make A Difference House are also required to take a service-learning course FSM 170: Building Communities: Leadership, Service and Society. Service-learning may be expanded into 300-400 level courses, particularly in majors and International and Global Studies (IGS). The IGS advisory committee has been meeting to discuss incorporating service-learning and/or volunteer experiences into their program. Communication Studies already requires a service-learning experience within one of the required core courses.
2.   Expand opportunities for students to be engaged in Community-Engaged Scholarship, particularly in the form of undergraduate research, creative activity and inquiry. The Office of Undergraduate Research (funded by Office of Research and Economic Development, reports to Undergraduate Studies) has designated a number of undergraduate research grants each year towards the Community-Based Research Grants that is administered by the Office of Leadership and Service-Learning. Funds for Graduate Student involvement have been provided by the Graduate School for the past couple of years for graduate-undergraduate mentoring. Paid assistantships are only one way to include undergraduates in community-engaged scholarship. Students may also engage in high quality,

community-engaged scholarship within the classroom provided relevant primary scholarship, training in techniques and methods, and engagement in the scholarly research and/or creative and/or inquiry process that is then disseminated to academic and community audiences.

II. CATEGORIES OF COMMUNITY 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.

A. CURRICULAR ENGAGEMENT

1a. As evidence provided for your earlier classification, you described an institution-wide definition of service learning used on campus. For re-classification, describe what has changed, if anything, with the definition of service learning and explain the purpose of the revisions.

The definition of service-learning has not changed since the last application. It is copied below for reference.

UNCG's definition of Service-Learning is "Service-Learning links community action and academic study so that each strengthens the other. Students, faculty, and community partners collaborate to enable students to address community needs, initiate social change, build effective relationships, enhance academic skills and develop civic literacy. It encourages critical consideration of the ethical dimensions of community engagement," and has not changed since the last application. In addition to UNCG's definition, and additional definition is also used, "a credit-bearing, educational experience that integrates meaningful community service with academic instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities."

We also provide the following explanation to supplement these definitions and emphasize the importance of partnerships and service that is driven by community-identified needs: "Service-learning provides an opportunity for colleges and universities to enhance learning by engaging in activities that are driven by community needs. This teaching pedagogy represents a necessary link in the application of theory to practice while establishing partnerships with local agencies, schools, non-profit organizations, and government."

http://olsl.uncg.edu/service-learning/

1b. If there is a process for identifying or approving a service learning course as part of a campus curriculum, explain the process; if there have been changes in that process since the last application, please explain the changes.

Yes, and there are no changes from last application.

Requests for Service-Learning Course designations are evaluated and approved by the OLSL Service-Learning Committee. New courses must be submitted for approval to the University Curriculum Committee or the Graduate Studies Committee. Once the course is approved as a service-learning course, OLSL notifies the registrar, and the SVL marker is added. Students are able to search for service-learning courses by looking for the SVL marker in the online course bulletin.

Those wishing to designate a course as service-learning must fill out Form H, located in the Curriculum Guide, and include a course description, a brief description of the kinds of assignments to be used, examples of community sites, proposed service activities, strategies for integrating service and classroom work and opportunities for student leadership development. There have been some enhancements to Form H since the last application. In order for a course to be designated as a service-learning course, it must meet the following criteria: students in the class provide a needed service to individuals, organizations, schools, or other entities in the community, the service experience relates to the subject matter of the course, critical considerations of the ethical dimensions of community engagement are demonstrated, the course requires reflective strategies and other appropriate assignments for the student to integrate the service with the classroom instruction, academic credit is given for the completion of required class assignments as detailed on the class syllabus and not for the service alone, the service opportunities aim at the development of responsible community citizenship, the class offers a way to learn from other class members (e.g. through reflection sessions) as well as from the instructor, course options ensure that no student is required to participate in a placement that creates a religious, political, and/or moral conflict for the student, and the faculty member will assess how community needs were met as a result of student participation.

2. Fill in the tables below using data from the most recent academic year (2012-2013), and data based on undergraduate FTE

number of service-learning courses	Change in number of courses since last application (2008)	percentage of total courses	percent change since last application (2008)
475	-21	8%	-4%

number of departments represented by	Change in number of departments since last	Percentage of total departments	Percent change in departments since last application

service-learning courses	application (2008)		
47	41	89%	15%

number of faculty who taught service-learning courses	Change in number of faculty since last application (2008)	Percentage of total faculty	Percent change in number of faculty since last application
245	29	29%	13%

number of students (unduplicated) participating in service-learning courses	Change in number of students since last application (2008)	Percentage of total students	Percent change in number of students since last application
3257	353	18%	12%

> **3. Provide a description of how the data in question 2 above is gathered and used (how it is compiled, who gathers it, how often, how it is used, etc.). Provide relevant links.**

Courses are identified each term in the student enterprise system (managed by the Registrar's Office) by use of designated codes and attributes. The Office of Leadership and Service-Learning (OLSL) facilitates the designation process on behalf of the campus to ensure that all courses that receive the SVL (service-learning) designation meet the minimum criteria. The coding allows tracking of enrolled students, numbers of students (duplicated and unduplicated), affiliated faculty, and names and number of departments that offer service-learning designated courses.

These data are used to report on service-learning to the (a) annual President's Honor Roll, (b) the annual University of North Carolina system-wide metrics on community engagement (2013-2014 is the first year of reporting this data), (c) the UNC General Administration Performance Metrics for budgeting, and (d) by the Office of Leadership and Service-Learning and Institute for Community and Economic Engagement to help establish goals for service-learning with regards to student, faculty and department/program participation. Data is also being developed and described with relation to enrollment services and management, admission, university relations, and advancement and development.

With the advent of the UNC, system-wide, community engagement metrics, UNCG now also tracks community-based courses - courses that take place within the community but may not necessarily meet the service-learning standards for mutual benefit, reciprocity, and critical reflection. These courses include Practicum, Internship, Clinical, Student Teaching, and Lecture with Practicum/Field Experience, as well as Service-Learning.

These data on community-*based* learning help to inform campus-level conversations about the number of students who are interacting with members of the greater community, as well as conversations within the Office of Leadership and Service-Learning, the Institute for Community and Economic Engagement, and the Faculty Teaching and Learning Commons about goals for enhancing current community-based courses to follow more community-engagement principles and practices, as well as setting goals for the number of community-based and community-engaged courses offered at UNCG. This data is also being used in efforts to track community-university partnerships and public service to understand who is doing what, where, with whom, and for what purposes.

Since 2008, several departments have reduced the number of sections offered that meet the criteria for community-engaged and community-based courses (SVL, or INT, PRC, LFP, CLN, STT, respectively). This is in great part due to the several significant budget cuts that the UNC system has endured during this period. In each budget cut situation, academic departments increased the course capacity in order to accommodate student needs, while eliminating individual sections. Additionally, in this application, only those courses that were officially designated were included in the total counts. In the previous application, courses that met the criteria for service-learning, but which were not officially registered with the Registrar's office as SVL, were included in the total count reported. Therefore, depending on which criteria used (officially designated versus qualify as meeting the standards but not officially designated) the numbers of courses and enrollments differs across years. The number of departments offering service-learning courses increased, reflecting UNCG's efforts to deepen and broaden service-learning across the curriculum.

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4. As evidence requested for your earlier classification, you were asked whether you have institutional (campus-wide) learning outcomes for students' curricular engagement with community. For re-classification, describe what has changed, if anything, regarding assessment of institutional learning outcomes associated with curricular engagement. What are the outcomes, how are these outcomes assessed, and what are the results of the assessment? Provide relevant links.

Institutional learning outcomes for students' curricular engagement with the community are captured in the General Education learning goals. Since the last application, UNCG has adopted General Education Learning Goal Five (LG 5), which is supported by service-learning and community engagement: students will develop a capacity for active citizenship, ethics, social responsibility, personal growth, and skills for lifelong learning in a global society. In so doing, students will engage in free and open inquiry that fosters mutual respect across multiple cultures and perspectives.

These outcomes are assessed through service-learning course surveys. Results from fall 2012 surveys indicate positive outcomes and are explained in detail in section I.C.3-d.

Embedded in UNCG's general education program is a central goal of "personal, civic, and professional development," supported by a set of student learning outcomes that address lifelong learning and engagement with community.   Courses in a variety of topics, including

fine arts, natural sciences, philosophy and religion, and social and behavioral sciences, all deliver learning related to this area of development.   The credits earned in these courses total at least 12 credit hours, which constitutes one-third of the general education requirements. Additionally, hundreds of students enroll in living and living/learning communities that have made the development of these characteristics in our students a central objective. With the institution targeting enrollment of 100% of new students in one of these communities in the coming years, UNCG is only increasing its commitment to ensuring that its graduates understand the importance of engaging in their communities.

Learning outcomes for personal, civic, and professional development include the following:
- Identify the fundamental roles of artistic expression in personal or collective experience.
- Use diverse cultural frames of reference and alternative perspectives to analyze issues.
- Demonstrate an understanding of the impact of science on technology and society.

To assess outcomes for these and many other general education outcomes, course-based assignments were evaluated by both the instructor of record and external raters, applying a rating scale developed by a group of faculty in spring 2011.

In a process similar to the evaluation conducted broadly across the General Education program, the Office of Learning Community assessed students in their Integrated Learning courses (ILS) for competency in the Learning Goal 5 student learning outcomes that include social responsibility, active citizenship, ethics, and intercultural knowledge. They adapted VALUE rubrics from the American Association of Colleges and Universities for these outcomes, targeting the Benchmark and Milestone 2 levels of attainment. Six hundred nine (609) responses to a prompt related to these competencies were collected, and a sample of 126 responses was randomly selected for review. The adapted VALUE rubrics were applied to them.

As a result of assessment, faculty have taken a number of actions to improve learning. Assignments have been or are being revised, instruction has been revised, and more attention is being paid to specific outcomes during a class. UNCG has engaged with new energy in its general education program, and with development of student's personal, civic, and professional growth.

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5. For each curricular activity listed below, indicate whether or not community engagement is integrated into it, and then describe what has changed since the last classification. Provide relevant links if available.

Student Research

Undergraduate Research (UR) at UNCG is widespread. Efforts by the Undergraduate Research, Scholarship and Creativity Office (URSCO) to quantify community-engaged and community-based UR across the university included a brief survey of departmental activities, which sought input from department/program chairs/directors. The survey was

directed toward understanding the levels of student engagement in activities related to development and implementation of disciplinary scholarship within required (core) courses for each program. This survey also requested departments to indicate if the course has a Community-Based Research component to it. The overall response rate for this survey is about 49%. Responses from departments/programs within the College of Arts and Sciences reported 13 of 96 courses include a Community-Based Research component. Similarly, the School of Health and Human Sciences report 2 of 20 and the School of Music, Theatre and Dance (MTD) reported 26 of 98. Reported values from MTD seem high and are more likely to be statistically in line with others. We extrapolate from these to estimate 10 – 18% of disciplinary core courses offered at UNCG have a Community-Based Research component to them.

In 2008-09, the URSCO (then Office of Undergraduate Research) partnered with the Office of Leadership and Service-Learning, and in subsequent year, the Graduate School and Office of Research and Economic Development, to develop the Community-based Research (CBR) Program. The CBR program offers undergraduate research scholarships, as well as graduate research stipends. Since AY 2009-10, 29 CBR undergraduate research awards have been awarded involving 34 faculty, 36 graduate students, 31 undergraduate students, and 36 community partners. These average about 6 projects per year. The CBR-URA program was initially set with an annual commitment of $7,500 from the URSCO. This level was raised to $10,000 annually in 2010. From AY 2009-10 to present, approximately 13% of projects supported by the URSCO have been community-engaged. This year, URSCO decided to seek greater community engagement for future support. In support of this effort, URSCO eliminated the maximum monetary commitment in favor of prioritizing community-engaged research within the regular award program. Simply stated, future reviews of requests will give priority to those with a community-engaged scholarship component; it is no longer a separate category for funding support. In spirit, support offered for summer 2014 includes four community-engaged scholarship projects, a total of about 40 % of those offered. Additional growth in this area is anticipated as URSCO partners with OLSL and the Institute for Community and Economic Engagement to cultivate strong applicants and applications, as well as a strong system to review and support community-engaged scholarship that results from this program. The Office of Leadership and Service-Learning and the Graduate School continue to provide additional and funding for faculty and graduate students who engage in community-based research through a separate, but complementary grant awards program. Preference is given to those applications in which an undergraduate student is included as a way to emphasize and prioritize the role of undergraduate students in community-based research and with support and mentorship from faculty, graduate students, and community partners.

Student Leadership

Service, and to some extent, community engagement, is integrated into student leadership curricula in and out of the classroom. The Office of Leadership and Service began its signature Leadership Challenge (LC) program in the early 2000s in response to the recognized need for intentional leadership development both on-campus and in preparation for future leadership roles within their community and professions. Since the last application

(begun Spring 2012), a Student Leadership Curriculum has been developed with input from faculty, staff and students, and is now integrated into courses for academic credit. These courses engage students in the process of leadership through leadership-service-learning to prepare students to serve as citizen-leaders in a global community.

The LC co-curricular program has grown from 80 students in 2009-2010, to over 645 students enrolled in 2013-2014. Service is integrated into all levels of the program. At the lowest level (Bronze), students complete five service hours, while at the highest level (Gold), students develop a Leadership Service-Learning project contribute a minimum of 20 service hours.

Leadership assessment and feedback mechanisms are integrated into all service projects. The leadership framework consists of the following eight competencies:
1. Self-awareness/Self-management
2. Relationship/Group Development
3. Task Management
4. Creative Visioning and Problem Solving
5. Effective Communication
6. Diversity
7. Community Engagement
8. Ethical Decisions

Three courses (83 students) have adopted the Leadership Challenge Curriculum into courses for academic credit (which includes a service-learning component) in the first year of program implementation: http://olsl.uncg.edu/leadership/leadership-challenge/.

1. _Leadership and Community_ (Residential College 205): This course focuses on the interrelationships among self and others through the study community and diverse human systems that influence Leadership Development; those systems developed by humans such as culture, gender, race, group processes, diversity of thought, and mental models. This course integrates community engagement as it is a service-learning course. Students are asked to vision, plan, and execute a service project with a community partner, this projects must provide a minimum of 21 hours of service (which includes planning and project execution).
2. _Introduction to Peer Health Education_ (Health Education 202): Study of health issues integrating methods of peer education, preparing students through service-learning learning to serve as peer educators. This course requires students to engage in 5 hours of community service as a requirement.
3. _The First Year Experience_ (two sections of FYE 101). FYE is designed to assist freshmen transition from high school to college both academically and socially. This course has integrated the Leadership Challenge curriculum; as such the curriculum requires students to engage in a minimum of 5 hours of community service.

Internships/Co-ops

UNCG has a long history of integrating experiential learning into the academics. Currently, about 78% of all majors, graduate and undergraduate, include some sort of required

experiential learning component or have a course for students to gain credit for an internship relating to their field of study. In the 2012 – 2013 academic year, more than 290,000 internship hours were conducted; a small increase over 2011 – 2012 academic year. Examples of inclusion include student teaching assignments in the School of Education that include K-12 sites throughout the local counties, clinical rotations in the School of Nursing that include hospital systems such as Cone Health, and a required internship for those seeking to enter the Social Work field or the Counseling field. Human Development and Family Studies internships enhance childcare programming locally, and Psychology internships provide community counseling, campus, and services. Additional sectors in which students have conducted internships include Federal and State Government, Non-Profits and Foundations, Technology, Laboratories, and Manufacturing.

Tracking community engagement as a component of internships has not been done in a systematic or system-level way to date. Therefore, the number and proportion of community-based and community-engaged internships are not known. However, internships have been used by a number of programs to engage students in community-engaged approaches. For example, the Congregational Social Work Education Initiative that uses master and bachelor level social work students from NC A&T and UNCG to provide services to Greensboro area congregants such as health and mental health/wellness. The Women and Gender Studies program revised its internship experience to establish more faculty/staff-initiated partnerships and bolstered the critical reflection component - with the support of the Office of Leadership and Service-Learning and the Institute for Community and Economic Engagement. In the business school, a capstone experience exists to provide student teams with practical experience in professional consulting and collaboration with local nonprofits, as well as for businesses.

The advent of the UNCG Community Engagement Collaboratory will be critical in mapping the extent to which internships are community-engaged or community-based. This information will be used to help convene conversations between and across units and departments about best practices in student development and relationship development with current and potential community partners. It is the goal of the Institute for Community and Economic Engagement, the Faculty Teaching and Learning Center, and the Office of Leadership and Service-Learning identify strategies to improve the tracking and measurement, as well as support for converting more community-based internships into ones that are more community-engaged.

The university's central career center currently has personnel that consult with local, regional, and national organizations on the proper development of a sustainable internship program. Consultations center on analysis of the organizations' interests, creation of a strong learning experience in the internship description, and talent acquisition initiatives at the university to attract relevant candidates. In the past year, the central career center has partnered with other UNCG offices and entities in an initiative to map curriculum and various levels of curricular engagement across the university, including community engagement.

Study Abroad

Throughout the years, the International Programs Center (IPC) has continued to increase its efforts to provide both curricular and co-curricular community engagement opportunities for our domestic and international student populations. Over the past 5 years, the integration of community engagement into International Programs has been achieved through various methods. Curricular community engagement-themed Study Abroad opportunities are highlighted below.

Community Engagement-themed Study Abroad Programs:
Study Abroad & Exchanges (SAE) within the IPC administers one of the largest student swap programs in the southeast and can boast a wide array of universities to choose from. In 2012-13, our active partner list reached 118. As a member of ISEP and UNCEP, UNCG interacts regularly with even more institutions on a variety of levels.

Several of our partner universities have developed formal community engagement programs in which our students participate. Students complete program evaluations at the conclusion of each study abroad program. Examples include:

- Learning Sustainability and Community Engagement (LSCE) Program at Stellenbosch University, South Africa
- Universidad Nacional in Costa Rica (ISEP Program)
- ISEP Ghana (Beacon House)
- Global Work with Immigrant Kids (GWIK) Project (see also the 2010 Chancellor's Report)

SAE and the Office of Leadership and Service-Learning has worked with and financially supported several UNCG faculty to develop short term study abroad programs that incorporate community engagement as well. Faculty receive course development consultations from the OLSL for the service-learning component. Nine programs have successfully run over the past 5 years, and 4 new programs are in queue for 2014. During the program development process, our office encourages faculty to incorporate a service-learning component into all programs.

Faculty-Led Community Engagement through Service-Learning Study Abroad Programs, previously run programs 2009-2013:

- International Service Learning in Special Education: Reggio Emilia, Italy. Faculty: Belinda Hardin (see also the group's Facebook Page)
- Summer Language and Culture Immersion in Costa Rica, Health and Human Sciences. Faculty: Bonita Porter, Dan Beerman, Linda Hestenes, and Leah Tompkins (see also HHS website)
- Summer Servants of Globalization in Taiwan, Sociology. Faculty: Stephen Sills
- Counseling in Costa Rica, Counseling and Educational Development. Faculty: Keith Mobley (see also the group's Tumblr)
- Summer in China, Recreation Tourism & Hospitality Management. Faculty: Stanley Gajda & Bonnie Canziani & Shaozhong Liu
- Exercise and Sports Science in Mexico, Kinesiology. Faculty: Tom Martinek
- Community Based Tourism Planning in Ecuador, Recreation Tourism & Hospitality Management   Faculty: David Cardenas

- Community Service Learning in International Public Health in Tanzania, Public Health Faculty: Sharon Morrison
- Education Internship in Ireland. Faculty: Sam Miller

Other: Lloyd International Honors College Think Tanks

In 2014-2015 Lloyd International Honors College will offer its fourth annual year-long academic Think Tank. Think Tanks bring together faculty teams, highly qualified students, and interested community partners to address an important societal issue or problem. Under the direction of two faculty mentors, students explore the complexities of the chosen topic for the year, participating in research, classroom learning, special events, hearing from guest speakers during the fall semester, and completing a significant product of the Think Tank that has application to the wider community in the spring semester. This program is designed to nurture a new generation of community leaders and intellectuals committed to collaborative thinking, team research, community involvement, leadership, and problem solving.

Designing Campus: Community Connections – 2014-2015
Faculty: Chris Thomas (Art) and Travis Hicks (IARC)
This Think Tank envisions a Greensboro that is designed to be viable, livable, and sustainable through meaningful discourse and planning. The overarching goal of this Think Tank is to draw together a diverse cross-section of relevant university and community partners and students from any major to address selected issues within the city of Greensboro through design thinking, promoting a commitment to collaborative learning, public impact and sustainability. Following a process of community-engaged research and design, this Think Tank will produce a vision for Greensboro at a critical time for university-community relations. Projects like UNCG's Spartan Village and Lee Street expansion, the Downtown University Campus, the new Greensboro Performing Arts Center, and the South Elm Arts District are but a few of the projects and initiatives that this Think Tank will consider.

Ecologically SANE! (STOKED ABOUT NATURAL ENVIRONMENTS) – 2013-2014
Faculty: Ann Somers (Biology) and Catherine Matthews (Teacher Education)
Teams were involved in significant scholarly and community-engaged research focused on the natural world. In the Think Tank students focused on service-learning projects in Guilford County parks. Students developed applied and community-engaged skills to learn how to address global issues on the local level.

Resettling Refugees in the Triad – 2012-2013
Faculty: Alexandra Schultheis Moore (English) and Stephen Sills (Sociology)
In a community and state experiencing great demographic shifts, this Think Tank asked students to learn from and contribute to humanitarian and social service projects vital to our shared economic, cultural, and demographic health. Students gained an understanding of the complexities of governance from the perspective of those seeking a new life and those helping provide it: Students were involved in community–engaged research projects related

to their own academic majors. Students applied their insights in shaping the strategic plan for the new Refugee Welcome Center in Greensboro.

Food Policy – 2011-2012
Faculty: Susan Andreatta (Anthropology) and Marianne LeGreco (Communication Studies)
Students, faculty and community partners from across Greensboro engaged in significant work with food policy in the local, national, and global communities. Think Tank participants had the opportunity to work with food policy experts and community food stakeholders, to build skills in participatory research, and to engage the very important and intriguing implications of what and how we eat.

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6. For each curriculum area listed below, indicate whether or not community engagement been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available.

Core Course

Core courses at UNCG are guided by the General Education Curriculum (GEC). Community Engagement is connected to GEC Learning Goal 5, Personal, Civic and Professional Development. Please see responses to General Education for full description and discussion.

General Education

At the time of submitting the earlier application, UNCG was establishing the General Education student learning goals. Ultimately, five areas for student learning were established and community engagement is linked to Learning Goal 5 (LG5) in the General Education Curriculum.

LG5. Personal, Civic, and Professional Development: Develop a capacity for active citizenship, ethics, social responsibility, personal growth, and skills for lifelong learning in a global society. In so doing, students will engage in free and open inquiry that fosters mutual respect across multiple cultures and perspectives.

Faculty are not required to establish mutually beneficial and reciprocal partnerships to address LG5, although this learning goal has been used to establish the need for further professional development, and more careful assessment of students' development with regards to active citizenship, ethics, social responsibility, and personal growth, which are foundational components of service-learning pedagogy. The presence of this learning goal in the GEC has been instrumental in continuing the conversation among faculty and administrative/staff teams as to what these goals mean, how they are operationalized, and how they are assessed -- particularly as accreditation by SACSCOC requires evidence of the collection and use of assessment data to inform further work and improvements.

First Year Experience Courses

The 2009-2014 UNCG Strategic Plan identifies "first-year learning communities for all first-time UNCG undergraduate students to encourage integration of learning across courses" (Strategic Goal 3.3, Learning Communities) as a strategy to "develop integrative thinking and prepare collaborative, adaptable graduates with a broad spectrum of transferrable skills for life, civic participation, and work in a global society." This goal was operationalized under the leadership of the Director of Learning Communities and the development of the First Year Seminar.

UNCG offers several variants of first year seminar courses: traditional, three-credit, Freshmen Seminar courses (FMS); three-credit interdisciplinary courses offered by a residential college (RCO); a two-credit extended orientation course (FFL 100); a one-credit integrated studies laboratory for learning communities (ISL 101, ISL 104, GRC 101); and a one-credit honors colloquium (HSS198). Each offers varying levels of community-based and community-engaged curricula, from discussion-based knowledge application to active community-engaged service and scholarship.

Within UNCG's expansive learning community program, ISL 104: Service, Reflection and Inquiry, is a specifically designed Service-Learning shell course. This course was designed to allow faculty to integrate service-learning into their course. It is offered by at least two learning communities each spring. One is with the UNCG Teach Learning Community. These students are future teachers and this course prepares them for the challenges of literacy education. The students go to Archer Elementary School to serve as reading tutors and participate in the Hooked on Books program. The second is for the UNCG Global Village (Living-Learning Community). These students come from a variety of majors and are exploring language and culture. The students work with the Center for New North Carolinians. Additionally, through UNCG's Lloyd International Honors College, the HSS 198: Honors Colloquium course is also service-learning designated and provides service experiences to students across nine sections each fall.

Moreover, all sections of GRC 101: The Grogan College Experience, through the Grogan Residential College program, and seven sections of ISL 101: Collaboration, Connection and Inquiry, through the Learning Communities program, participate in the UNCG Leadership Challenge that requires community-based service. Multiple sections of ISL 101 include community-based case studies as integrated assignments.

Within the Foundations for Learning (FFL 100) curriculum, a small number of course sections utilize community service components (not formal service- learning). This includes participation in the UNCG Leadership Challenge, but not all sections participate. Through the Freshmen Seminar program at UNCG, we offer a single course with a service-learning designation (FMS 170). This section is instructed by a staff member from the Office of Leadership and Service Learning and is the foundational spring course for students enrolled in the Make A Difference House Living-Learning Community that is focused on service and community engagement.

Capstone Research

UNCG's 2009-2014 Strategic Plan requires all undergraduate students to complete a capstone experience (e.g., course, internship, team project, study abroad, leadership challenge) that integrates the knowledge, results, and tools from the major discipline with the foundation established through the general education program (Goal 3.4, Capstone Experiences).

To address the Capstone Strategic Plan Goal, a survey was sent by the Associate Dean of Undergraduate Studies to all academic departments soliciting information about capstone experiences. Among other things, the departments we were asked to identify whether it offered capstone experiences, and if so, whether the capstone is required for academic credit, what the learning goals for their capstone experiences are (i.e., disciplinary, and General Education); and to indicate if any of the capstones fit the Carnegie definition of community engagement (definition provided).

This survey provides an informative baseline understanding of the extent to which community-engaged experiences are integrated into curricular/credit bearing capstone experiences in the academic units/majors. By institutionalizing this survey as an annual request, UNCG will be able to further institutionalize the collection of data on the nature and extent of curricular community-engaged experiences on our campus and the impact of those community-engaged capstone experiences on student learning at the undergraduate level.

The summary of relevant information obtained from the survey is described in the next section (In the Majors). While there is not yet a university-wide initiative to *require* community engagement across the departments or within undergraduate major degrees, we find that a large number of the community-engaged experiences occur at this culminating point in the students' experience, particularly as it relates to the major experience.

In the Majors

The following is a summary of relevant information obtained from the survey sent by the Associate Dean of Undergraduate Studies in the spring of 2014 (see Capstones for more about this survey and the connection between community engagement in Capstones and Majors). Those excerpted here describe undergraduate capstone experiences within the majors/departments:

- 20 academic departments offer capstone experiences (43% of all departments at UNCG with undergraduate majors)

- Each of UNCG's five professional Schools and the College of Arts and Sciences were represented in the departments that offer a capstone experience

- 19 of the 20 departments with a capstone assign academic credit to the capstone (95% of departments that offer a capstone, and 41% of all undergraduate departments at UNCG)

- 17 of the 20 departments that offer a capstone experience require it for the major (85% of departments that offer a capstone, and 37% of all departments)

- 8 of the 20 departments report community-engaged experiences are offered as a part of the capstone experience (40% of departments reporting a capstone and 17% of all undergraduate departments)

- 4 out of 5 professional schools and the College of Arts and Sciences are represented among the departments reporting community-engaged experiences as part of the capstone experience.

- 6 of the 8 departments that offer community-engaged experiences in the capstone (75%) reported that more than 15 students, on average per academic year, have participated in community-engaged experiences each year for the past five years.

The survey also asked about the General Education Learning Outcomes that are explicitly addressed in UNCG undergraduate capstones. Several of these relate to goals of community-engaged learning:

- Capacity for active citizenship - 20% of departments that responded address this learning outcome, and 25% assess it

- Capacity for social responsibility - 25% of departments that responded address this learning outcome, and 25% assess it

- Ethics - 30% of departments that responded address this learning outcome, and 20% assess it

- Capacity for lifelong learning - 35% of departments that responded address this learning outcome, and 20% assess it

- 19 of the 20 departments (that responded and which offer capstones) indicated major/discipline specific competencies as among the learning outcomes addressed in the capstone. All (100%) of the departments reporting community-engaged experiences in the capstone also identified major/discipline specific competencies as intentional learning outcomes. Therefore, there is a close connection between the major learning outcomes and community-engaged approaches as a way to meet those outcomes.

Administrators of Undergraduate Studies (from which this survey originates) will continue to build on this initial survey to follow up with departments that did not respond. Additional efforts will also survey community-engaged experiences in the capstones experiences offered in graduate programs (only 3 graduate programs responded to the survey).

Graduate Studies

Throughout their career, graduate students at UNCG are encouraged and supported in multiple ways as they engage with the community and develop their professional skills and identity. The annual Orientation that The Graduate School provides for new students regularly includes materials and presentations on community-engaged research and teaching. The Graduate School's annual Teaching Assistant Training, required of all new TAs, has included information on service-learning and community-engaged teaching; it is followed up by additional workshops throughout the year to provide further training and resources.

The Office of Leadership and Service Learning (OLSL) offers student reflection leader training to graduate students, as well as to undergraduates. In these paid positions, students assist faculty members teaching service-learning courses (http://olsl.uncg.edu/service-learning/resources-for-developing-a-svl-course/student-reflection-leaders/).

The Graduate Schools of UNCG and NC A&T State University, in partnership, have established the Preparing Future Leaders program as a strong foundation for graduate student professional development and career preparation. Whether students envision themselves as Future Professionals who plan to pursue business, industry, government or non-profit careers or as Future Faculty, each track allows them flexibility to incorporate community-engaged research and collaboration in their preparation (http://grs.uncg.edu/pfl/). The program supports student excellence in learning, responsible research, teaching, community engagement, and leadership experiences.

The annual Graduate Research & Creativity Expo provides a public showcase each spring for all forms of graduate student scholarship and creativity, including community-engaged scholarship and creative design. Open to students from all disciplines, it attracts a large and varied audience and expands awareness of the diversity and full scope of graduate student scholarship and creative work.

The Public Scholarship Graduate Student Network (PSGN), sponsored and supported by the Graduate Student Association, OLSL, and the Institute for Community and Economic Engagement is a grassroots interdisciplinary group of graduate students interested in public scholarship, whether in their current student or future professional roles. The Graduate Student Association's Community-Based Research Fund issues grants used for community research partnerships (https://sites.google.com/a/uncg.edu/gsa/funding). Up to six (6) grants of up to $500 may be funded annually.

OLSL together with the Office of Undergraduate Research, the Graduate School, and the Office Research and Economic Development jointly support proposals that represent collaborative partnerships among teams of community partners, undergraduate and graduate students, and faculty. Priority is given to graduate/undergraduate student teams. The goal of these community-based research (CBR) grants is to support the agenda of each team member while simultaneously grounding the process in the mutual development of all three parties. Seven such grants were awarded for 2013-14, six of which involved graduate students. Two awards in 2012-13, five in 2011-12, ten in 2010-11 and nine in 2009-10

have also involved graduate students (https://olsl.uncg.edu/community-scholarship/cbr-grants/cbr_history2006-2013/).

In 2014, the director of Undergraduate Research and Creativity (renamed in 2013), integrated community-engaged scholarship into the larger URC award process by identifying community-engaged scholarship as a priority funding area. The intention is to highlight community-engaged scholarship within the larger grant program (beyond the separate, but connected, OLSL-led CBR award program) to encourage even more participants to consider a community-engaged approach to undergraduate research experiences.

Other: Quality Enhancement Plan

In the 2012, UNCG engaged in a campus-wide process (as required by Southern Accreditation for Colleges and Schools Council) to identify the Quality Enhancement Project theme. Community engagement and global competence both rose to be top candidates, and were subsequently merged into a single proposal and plan with the belief that they were tightly interconnected: Global Engagement. Efforts are underway to operationalize strategies that achieve the learning outcomes through students' community-engaged activities and partnership.

Through this QEP, UNCG will support faculty to develop and offer additional international as well as local service-learning courses and community-engaged experiences specifically and intentionally designed to expose students to multicultural contexts and address the QEP Learning Competencies. With funding, OLSL will offer course development grants ($500 - $1000 per course) for faculty and instructors to designate new or transformed service-learning courses that specifically address the QEP SLOs. OLSL will put out a call for proposals that would provide funding incentives to faculty members who either transform a current course or create a new course to include service-learning that specifically addresses the QEP SLOs. Proposals may address any QEP SLO. Faculty members will be asked to be specific about which SLOs they are addressing, how they are connecting the service experiences with the SLO, and the specific outcomes and assessment connected with their learning goals (evidence of student learning). For example, a course aiming to address "identify meaningful connections between global and local aspects of salient contemporary issues (SLO knowledge)" would have to link the service experience (e.g. serving in a day shelter for the homeless), the course content (marginalized populations and economic prosperity) with a global issue (displaced populations).

OLSL will incorporate additional intercultural competency and community service activities and objectives within its existing Leadership Challenge Program (see II.A.5 Leadership Courses), as well as offer more support for international service-learning. OLSL currently offers a single $2,500 award for faculty development of an international service-learning course. With additional funding, OLSL will increase the number of grants offered, and add a course development grant/incentive to encourage "Globally Enhanced Service-Learning" courses. OLSL will also augment the international service-learning course development application to include a connection to the QEP SLOs.

OLSL is in the process of seeking funding to develop a support structure for documenting a student's civic learning through a civic commitments portfolio. The civic commitments portfolio will include prompts for students to articulate their experiences and learning as they connect to the SLOs from the QEP. For example, students would be asked to demonstrate their awareness of power differentials, explain the value of diversity, identify meaningful connections between global and local aspects of salient contemporary issues, or explain the historical, social, economic, political and/or cultural factors relevant to understanding a contemporary issue within a global framework.

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7. How have faculty not only incorporated community-based teaching and learning into courses, but turned that activity into research to improve teaching and learning through the scholarship of teaching and learning (SoTL), i.e., publishing articles, making presentations, conducting studies of their courses, conducting workshops, etc.. Provide five examples of faculty scholarship to improve, critique, promote, or reflect on community engaged teaching and learning. Also, describe how this scholarship has been supported since your last classification.

Faculty at UNCG focus on both the practice of community engagement and the scholarship surrounding community-based teaching and learning. Since our last classification, UNCG has created several structures that promote faculty development regarding the scholarship of teaching and learning (SoTL). The following five examples illustrate how UNCG faculty have taken advantage of SoTL opportunities:

- Lloyd International Honors College Academic Think Tank Program: The Academic Think Tank Program was launched in Fall 2011 as a way to bring faculty, students, and community members together to address important social issues or problems. Think Tank topics have included food policy, refugee resettlement, and community engagement around ecological issues.

Teams have also presented information about how the academic think tank structure can improve student learning and community engagement. Representative scholarship includes:

- Spoma Jovanovic, Professor, Department of Communication Studies. One of Dr. Jovanovic's many community-engaged projects is the "Bring Us Benches and Bus Shelters" (BUBBS) effort. In addition to collaboration between UNCG students, local high schools students, and the City of Greensboro, this project has also produced scholarly collaborations around SoTL.
    - Jovanovic, S., Poulos, C. & LeGreco, M. (2010).Waiting for the bus: Awakening a social justice sensibility through communication activism. 2010 Carolina Communication Association Annual, 26, 1-17. Additional information can be found [here](#).
- Silvia Bettez, Associate Professor, Educational Leadership and Cultural Foundations. Dr. Bettez's uses a community-based approach to research social justice through teaching and pedagogy, involving qualitative research around issues of race, class, and identity, and she cites UNCG's commitment to community engagement as a key factor to her scholarship.

- Bettez, S.C. (2011). Building critical communities amid the uncertainty of social justice pedagogy in the graduate classroom. Review of Education, Pedagogy, and Cultural Studies, 33, 76-106. Additional information can be found at the following site: http://soe.uncg.edu/faculty-spotlight-silvia-bettez/

- Christine Murray, Associate Professor, Counseling and Educational Development. Dr. Murray is both a community-engaged scholar and the Director of the Program to Advance Community Responses to Violence Against Women. In addition to her primary research, she also publishes SoTL work regarding her use of service learning in the classroom.
  - Murray, C.E., Pope, A.L., & Rowell, P.C. (2010). Promoting counseling students' advocacy competencies through service-learning. Journal of Social Action in Counseling and Psychology, 2, 29-47.

- Jay Poole, Assistant Professor, Department of Social Work. As part UNCG's Congregational Social Work Education Initiative Project, Dr. Poole's research uses community-based approaches to prepare students for post-graduate work in social services.
  - Poole, J., & Church, M., (2012). Making the personal political in the classroom: Possibilities for activist pedagogies. South Atlantic Philosophy of Education Society 2011 Yearbook, 125-134.

- Hannah Rose Mendoza, Assistant Professor, Interior Architecture & Tom Matyók, Associate Professor, Peace and Conflict Studies. Drs. Mendoza and Matyók developed a SoTL project that focuses on the provision of a holistic education that invites interaction with the concepts of democracy, engagement and empathy at the global scale.
  - Mendoza, H. & Matyók, T. (2012). Designing Student Citizenship: Internationalized Education in Transformative Disciplines. International Journal of Art & Design Education.

8. Provide a summary narrative describing overall changes and trends that have taken place related to curricular engagement on campus since the last classification. In your narrative, address the trajectory of curricular engagement on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links.

In 2008, community-university partnerships were enacted largely by individuals who self-selected to this work. Many of these faculty felt isolated as service-learning practitioners and viewed the Office of Leadership and Service-Learning as the sole institutional structure to advocate for and support curricular engagement. Since then, formal institutional support for curricular engagement has grown with the development of formal offices and positions, such as the Institute for Community and Economic Development in the Office of Research and Economic Development; the Office of Engaged Scholarship in the School of Health and Human Sciences; the UNCG Community Arts Collaborative in the School of Music, Theatre

and Dance; and the Center for Community-Engaged Design in the department of Interior Architecture, to name a few.

Several departments have begun an "engaged department" approach — developing one or several long-term partnerships through which student are engaged in the community for academic credit. The Communication Studies department has had service-learning requirements within its core program since the last classification, and has maintained many of the same partnerships since then. Additionally, the Interior Architecture department clarified its vision and mission as a community-engaged department in 2010, and in 2013 re-named and re-purposed an existing center as the Community-Engaged Design Center

In 2014, the Educational Research Methods department, in partnership with the SERVE Center, is launching the Nonprofit Evaluation Support Program (NESP) to provide program evaluation support to nonprofit and community-based organizations while providing authentic learning experiences for future leaders in the field of program evaluation. The Guilford Nonprofit Consortium serves as a key ongoing partner and helped to convene a roundtable of over a dozen executive directors to inform the vision, mission, structures, and ongoing relationships with the GNC and nonprofit community.

In 2009 the division of Undergraduate Studies (US) was established to foster a learner-centered experience for undergraduate success. US especially seeks interactive working relationships with campus and community colleagues to create a community dedicated to learning and scholarship. In 2012, the Faculty and Teaching Learning Commons was established in US and it (along with other US offices including Learning Communities, Adult and Transfer Students, Undergraduate Research and Creativity) has partnered with OLSL and ICEE to establish many new programs: new faculty orientation sessions and faculty learning communities that help faculty establish community-engaged research agendas, document CE in promotion and tenure processes, seek external funding, and embed service-learning and community-engaged research methods into curricula.

While there is still much work to be done to support fidelity in the implementation of high quality curricular engagement, there is a growing sense among faculty that community-engaged teaching is valued as an institutional priority. Data about curricular engagement will be captured in AY2014-2015 in the CollaboratoryTM making it possible to convene faculty, staff, students and community partners around special interests areas (impact area, sector, type of student engagement, etc.) to develop conversations and opportunities for shared learning and collective impact.

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.).

OUTREACH
1. What changes to outreach programs (extension programs, training programs, non-credit courses, evaluation support, etc.) have taken place since your last classification? Describe three examples of representative outreach programs

Responding to Community Inquiries:
In Fall 2013, ICEE established the UNCG Referral Desk, a user-friendly point of entry into UNCG for local community members and organizations, and a resource hub for faculty and staff interested in interdisciplinary and cross-sector partnerships. Since its inception, the Referral Desk has fielded over 75 calls related to requests for volunteers, employees, student curricular projects (e.g., business plans, fundraising plans, strategic plans, etc.), publicly-accessible campus resources (camps, lectures, clinics, etc.), professional development/capacity building, and partnership development. The Referral Desk has allowed UNCG to a) be more responsive to community inquiries and requests (e.g., explaining institutional structures and making introductions across campus); b) identify/influence potential areas of evaluation at UNCG (e.g., revisiting university policy on offering campus tours to middle-schoolers based on demand); and c) initiate and cultivate department level partnerships (e.g., a partnership between the Department of Educational Research Methods and the Guilford Nonprofit Consortium to offer evaluation training to local nonprofits).

Supporting Local Entrepreneurs:
The North Carolina Entrepreneurship Center (NCEC) was established at UNCG in 2009, and offers a variety of outreach programming to support and nurture emerging entrepreneurs in the Piedmont Triad. The Southern Entrepreneurship in the Arts Conference provides practical resources to help aspiring artists (over 300 annually) gain the entrepreneurial knowledge and skills needed to establish and maintain a career as an independent artist. The NCEC also hosts Entrepreneurial Journeys, a speaker series that has reached over 700 aspiring entrepreneurs since its inception in 2012, and has provided one-on-one consultations to over 50 entrepreneurs annually. NCEC partners with the local community organizations and other local colleges/universities to co-host StartUp Weekends, 54-hour events where entrepreneurs come together to share ideas, form teams, build products, and launch startups. NCEC works with the U.S. Commercial Service, the North Carolina District Export Council, and FedEx to provide "Export University 301," an annual professional development program focused on export licenses and regulations for the local community that has served over 200 entrepreneurs to date.

Immigrant and Refugee Community Centers:
Since the last classification, UNCG's Center for New North Carolinians (CNNC) has expanded their outreach efforts to refugees and immigrants through the creation of two new community centers. Space and basic utilities for the community centers are provided free of charge through a partnership with Apartment Management. These centers are based at local immigrant and refugee apartment communities, and provide a multigenerational support structure for newly resettled residents, including: tutoring, employment services (e.g., resume building, mock interviews, EOL classes, cultural heritage activities, bus transportation, etc.). Partnering with Cone Health, the CNNC hosts congregational nurse

practitioners who see an average of 50 residents per month across both centers and offer flu shot clinics, orange card applications, and health fairs. CNNC hosts the AmeriCorps ACCESS program, which places a number of volunteers at the community centers to mentor and tutor school-age children.

OUTREACH
2. What changes have taken place regarding institutional resources (co-curricular student service, work/study student placements, library services, athletic offerings, etc.) that are provided as outreach to the community? Describe examples of representative campus resources.

Heightened campus-wide awareness of the value of community engagement and a streamlined process for data collection has provided a dramatic increase in the documented levels of community service hours and student participants from 2009 to 2013. This number has grown from 252,664 curricular and co-curricular student service hours involving 7,537 participants in 2009 to 810,314 curricular and co-curricular student service hours involving 11,648 participants in AY 2012-2013. Institutional funding to the Office of Leadership and Service-Learning, which coordinates most co-curricular service and leadership experiences, has stayed consistent over the last eight years, which is significant given the UNC System's reduced funding environment. UNCG's Federal Work/Study Student program is required to allocate 7% of its FWS budget annually to Community Service. UNCG repeatedly chooses to allocate more FWS funding to Community Service - in 2012-13, UNCG spent 12.55% of its FWS budget on Community Service, which represented 14 students and 2,973 hours of service.

In addition to standard outreach resources (camps, clinics, publicly accessible services/campus resources, etc.), UNCG has dedicated significant personnel hours and funding toward a number of regional and cross sector collective impact initiatives. This work is viewed as an important way in which UNCG contributes to not only the social, but the economic vibrancy of the Piedmont Triad through community economic development, outreach, and community engagement.

For example, in 2013 the Department of Educational Research Methodology established the Office of Assessment, Evaluation, and Research Services (OAERS), which provides assessment and evaluation services to the community. OAERS is currently partnering with the Guilford Nonprofit Consortium to understand the needs of nonprofits related to assessment and evaluation, and will begin providing pro bono assessment and evaluation services and capacity development workshops to local nonprofit organizations in the summer of 2014.

In 2013 UNCG has also expanded upon a 20-year partnership with the Well·Spring Retirement Community. Well·Spring pairs its senior residents and adult day care participants with university programs and events, bringing residents to campus to participate in lectures and classes, view performances, and serve as mentors to UNCG students. Well·Spring has hired a full-time employee to serve as the liaison to UNCG, who coordinates events and opportunities for Well·Spring residents with faculty and staff.

In April 2014, the High Point Center for Children and Families and the Victim's Justice Center were opened through collaborative efforts and ongoing relationships, particularly with ORED and the Center for Youth Family and Community Partnerships, to offer a comprehensive approach to improving health, safety and wellbeing of vulnerable children, individuals and families. UNCG's Center for Community-Engaged Design will bring together preservation, sustainability and community voice to address community interests through design. The Center is located in the Glenwood neighborhood in a former store front to move beyond traditional university boundaries to provide easy and direct access to members of the community.

Additional examples of such collective impact initiatives, including Degrees Matter!, the Downtown Campus, the Early Middle College, and the Joint School of Nanoscience and Nanoengineering, are described further in section I.C.2.d.

PARTNERSHIPS
3. Describe representative new and long-standing partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships).

SEE ATTACHED DOCUMENTATION AT THE END OF THIS DOCUMENT.

PARTNERSHIPS
4. In comparing the "partnership grid" from your previous application/classification and the grid from #3 above, please reflect on what has changed in the quality, quantity, and impact of your partnership activity.

Many of the partnerships reported in 2008 represent powerful outreach work that UNCG's students, faculty, and staff complete, with many projects involving community partners in the later stages of community-based work as recipients of service or research activities or results. In comparison, many of the partnerships represented in the 2015 grid include community partners as true co-collaborators who are involved in many (if not all) stages of the activity (e.g., InFocus Advocacy Project, Empowerment Fund).

Many of the examples shared in the 2008 application have continued to sustain to today. For example, partnerships managed by the Center for Youth, Family, and Community Partnerships have deepened and broadened relationships to include additional community partners (e.g., Cemala Foundation, Smart Start). Many partnership activities have moved beyond individual faculty members, gaining support from interdisciplinary teams (e.g., GK-12, Well·Spring Initiative) and even entire departments (e.g., Sustainable Glenwood). This widespread support at the department, unit, and institutional level is increasing stability and sustainability, which allows for UNCG's partnership activity to increase and enables them to exist beyond an individual faculty member's tenure at the university. Increased awareness and acceptance of community-engaged partnership activities has also stimulating

conversations at the university about how partnership work is recognized in promotion and tenure. As outlined above in the section on faculty roles and rewards (I.C.5-12), this increased acceptance and recognition of community-engaged scholarship and nontraditional products has resulted in a significant increase in partnership activities since our last application.

This increased stability and sustainability has allowed UNCG's partnerships to become more longitudinal, which has allowed the opportunity and flexibility for the relationships and activities to evolve. For example, "Bringing Us Bus Benches and Shelters" (BUBBS) (a service-learning course focused on civic literacy), in Communication Studies has been offered each semester for the last seven years. The course has evolved to continually represent the interests and concerns of the students and teachers at the partnering high school, such as the availability of bus stop shelters and a teen curfew that resulted from a shooting in downtown which directly affected the high school students.

Since our last application, UNCG has also positioned itself as one of many partners in our community, with a desire to address relevant community priorities alongside community leaders. Examples include: a) the Health Care Faith Summit, in which the social work and public health departments works alongside the faith community to address healthcare issues in Greensboro; b) the City Oasis Project, in which the communication studies department works alongside other universities in Greensboro and community leaders to address the challenges of food deserts; and c) the North Carolina Network for Safe Communities, which works alongside police departments and the Department of Public Safety to reduce violent crime. The importance of this partnership work and commitment from UNCG's partners is evidenced by an increase in funding obtained at the community-level, such as the Community Foundation of Greater Greensboro, Well·Spring Retirement Community, local private/individual donations, and local businesses such as Lincoln Financial.

PARTNERSHIPS
5. What actions have you taken since the last classification to deepen and improve partnership practices and relationships—in initiating, sustaining, and assessing partnerships? How did these practices encourage authentic collaboration and reciprocity with community partners?

The assistant directors for community engagement and service-learning in OLSL work year-round to build partnerships between UNCG and the community through a series of events and personal visits. Four events per year are held to encourage partnerships both in and out of the classroom: the Volunteer and Service-Learning Fair (approximately 40 area organizations set up booths on campus for a day to speak with students, faculty, and staff interested in serving the community), Keep It Local (a community partner/faculty member meet and greet event), the Engagement Series (a speaker series focused on community engagement in which community partners are invited to attend), and the Community Partner Appreciation Breakfast (an annual breakfast focused on thanking community partners for their work with the university, particularly in service-learning courses). Personal visits are conducted throughout the year to build relationships with new and existing partners, identify community needs, and brainstorm potential campus partnerships. OLSL

also provides two digital pathways for the promotion of service opportunities by community partners to the UNCG community: Weekly Announcements (an email digest of available service opportunities) and the My Service Database. The latter not only provides online access to community partner information and on-going service opportunities, but also highlights academic service-learning course partnerships and faculty members connected to the organizations listed.

ICEE provides strategic support for those that seek to develop and/or grow their community engagement relationships and community-engaged scholarship. ICEE staff consult with faculty/departments that wish to initiate or deepen partnerships (see section I.C.2). ICEE also responds to requests via the Referral Desk [http://communityengagement.uncg.edu/referraldesk.aspx], a portal and point source for community inquiries about services and resources provided by UNCG, as well as opportunities for mutually beneficial knowledge exchange partnerships.

ICEE pro-actively convenes faculty/staff, and students with community partners to foster and facilitate interdisciplinary scholarship and partnerships. Using the Collaboratory, ICEE identifies key activities across campus in particular impact areas (e.g., homelessness) and initiates conversations with key community and university partners to develop relationships. For example, ICEE was approached by Partners Ending Homelessness (a local nonprofit "umbrella" organization that addresses homelessness) to help them understand whether or not Guilford County has enough safe and affordable housing to support a "Housing First" approach to ending homelessness.

Using data from the Collaboratory, ICEE convened faculty from interior architecture, political science, sociology, geography, and public health, each of whose scholarly agendas related to homelessness in some way. ICEE also brought together administrators who could support this work (including Sponsored Programs, Development, Undergraduate Research, and the University Libraries) and community organizations whose mission related to homelessness (the City of Greensboro, Greensboro Housing Coalition, Interactive Resource Center, and the Community Foundation of Greater Greensboro). ICEE has coordinated and led three convenings where participants discussed strategies to address Partners Ending Homelessness's immediate need, but also how to establish a sustained scholarly research and partnership agenda related to homelessness. Important outcomes, to date, are the development of two undergraduate research projects, and two potential master's student thesis projects – each of which follows a community-engaged approach.

PARTNERSHIPS
6. How are partnerships assessed, what have you learned from your assessments since your last classification, and how is assessment data shared?

Assessment of partnerships at UNCG is not a centralized activity to date though it does occur within several areas of the university. For example, each year the Office of Leadership and Service-Learning (OLSL) administers feedback forms at the annual community partner appreciation breakfast. Partners are asked about the value of the support they receive from OLSL and recommendations for topics, events, and presenters that would foster community-

university collaborations and partnerships. OLSL is currently working on a more robust assessment to gauge satisfaction and impact of their partnership with UNCG.

The Office of Research and Economic Development hired RTI International to develop a socioeconomic impact analysis of UNCG in summer 2013, which included interviews and qualitative analysis of UNCG community involvement, informed by a sample of six community leaders from business, civic, and cultural organizations, as well as a sample of representatives from 15 organizations with which UNCG partners in research, learning or scholarly capacity. The participant list was generated from Collaboratory profiles.

The results from these interviews begin to shed light on the nuanced ways the faculty, staff, and students impact their surrounding community. Interview questions asked program managers to rank different qualities that the program may or may not benefit from as a result of UNCG's involvement. The purpose of these questions was to better understand the kinds of value-add that UNCG offers through partnership.

Overall, UNCG ranks highly as a partner in community programs. On the whole, value seems to be mostly derived from helping programs reach their target audience more effectively and in improving program staff effectiveness likely from added capacity, expertise, and motivation gained with student, staff, or faculty involvement.

When interviewees were asked how their partnership could be strengthened with UNCG, there were four main types of responses. The most consistent type of response involved increasing exposure of the program to other parts of the University. Many interviewees noted that the program partnerships were going well and the best way to strengthen them is to increase capacity and/or resources that enable the program to achieve more.

Enhancing and tailoring research to better align with community programs was a third common theme in the interview results. The final area that interviewees identified as a means for UNCG to enhance its partnerships is through teaching and training. Specific suggestions include allowing program staff to audit courses taught at UNCG and for UNCG faculty to add more expertise to program or curricula development.

Additional research with more program managers is being planned to more fully represent the information about the range of partnerships. These findings have been shared with UNCG's executive council and is being used by ICEE in further planning and assessments.

The next version of the Collaboratory (under development) will provide feedback mechanisms from community partners. The Collaboratory provides the ability to understand the larger portrait of engagement and to target specific types of relationships and activities for more precise understanding and assessments of partnership processes and outcomes.

PARTNERSHIPS
7. How have faculty collaborated with community partners to produce scholarly products of benefit to the community that are representative of co-created knowledge between academics and community partners resulting from outreach

and partnerships (e.g., technical reports, curriculum, research reports, policy reports, publications, etc.). Provide five examples of faculty scholarship conducted with partners for community benefit or to improve, critique, promote, or reflect on partnerships. Also, describe how this scholarship has been supported since your last classification.

Since the last application, OLSL, ICEE, ORED, and the Faculty Teaching and Learning Center have provided funding, professional development, convening, and advising services.

Terri Shelton (Professor, Psychology; ORED) in collaboration with many UNCG research scientists and community and academic partners have created scholarly products on focused deterrent strategies to combat domestic violence. Scholarship products include several peer-reviewed articles, qualitative and quantitative research developed with and disseminated community partners, presentation to the national associations, and reports and talks provided to community partners and organizations.

Tracy Nichols (Associate Professor, Public Health) and Sue Cupito (ED, YWCA): Partners conducted a collaborative process evaluation of the YWCA childbirth and doula program. Four papers have come from the partnership: one accepted (Journal of Perinatal Education), one under revision, one in draft format, and one in the analysis phase. Presentations were delivered at the American Public Health Association conference. Additionally, analysis of the data set was integrated into a masters' student independent study, and a doctoral level course, resulting in five doctoral students working across two papers. The partnership persists to today, discussing results and implementing changes to programs based on findings. Nichols sits on two YWCA advisory boards, presenting study results to teen participants (Summer Leadership Program), volunteer doulas, and practitioners in the field.

Bob Wineburg (Professor, Social Work) & Rev. Odell Cleveland (CAO, Mount Zion Baptist Church) co-authored Pracademics and Community Change: A True Story of Nonprofit Development and Social Entrepreneurship during Welfare Reform. The book is a case history of the first faith-based community action agency in the country. It is the Welfare Reform Liaison Project which evolved into a nonprofit organization. The book details, from inception to maturity, the evolution of this successful agency over a 13-year period.

Stephen Sills (associate professor, sociology) collaborated with six faculty members from five different departments, eight graduate and undergraduate students, and ten nonprofits and community coalition-building groups to develop one easy-to-use, online resource directory and resource map for individuals, families, and service providers. Student researchers initially identified and mapped over 360 assets, including organizations, service providers, and facilities. The map allows for gap analysis, the first step in identifying where essential services are missing for vulnerable populations. The map serves to identify and facilitate programming, advocacy, and communications between all of the stakeholders in the refugee/immigrant community for the seven higher education institutions in the Greensboro area.

Marianne LeGreco (Associate Professor, Communication Studies) partnered with the City of Greensboro, local nonprofits, and students in Communication Studies and Human Development and Family Studies to produce a white paper from the Downtown Greensboro Food Truck Pilot Project. Excerpts from the research were read into public record during the November 7, 2012 Greensboro City Council meeting, and the research provided the foundation to change city policy regarding mobile food operations in Greensboro.

PARTNERSHIPS
8. Provide a summary narrative describing overall changes that have taken place related to outreach and partnerships on campus since the last classification. In your narrative, address the trajectory of outreach and partnerships on your campus — where have you been, where are you now, where are you strategically planning on going? Provide relevant links.

UNCG has been on the forefront of imagining and enacting what it means for a university to be community engaged, as well as economically engaged with its communities. Rather than separating community engagement efforts and approaches from economic development initiatives, how can the two serve in parallel, including collaboratively, in creating healthy lives and vibrant communities? Economic engagement - when economic developers and community engagement advocates work together to identify common interests and to define shared agendas to make our community more vibrant, healthy, safe, and livable for all residents across all walks of life and experiences – is being advanced at UNCG.

Following this broader vision of community and economic engagement has expanded the number of actors, as well thinking, about how to improve individual, family and community health and safety, educational attainment across all levels, economic factors that affect quality of life, and the quality of public and social services. Examples of these include institutional efforts to collaborate broadly with regional-serving initiatives are shared previously in this reaccreditation application, such as projects that have emanated from Opportunity Greensboro, Degrees Matter!, the Gateway Research Park. Each has each contributed to the growing vibrancy of Greensboro and the Piedmont Triad as a place to earn, learn, and play.

Valuing community engagement as an important form of teaching, research and service is gaining support within many of the academic units. For example, following participation in the Engagement Academy (2011), the dean of Health and Human Sciences established the Community Engagement Office and assigned HHS as the UNCG beta for unit-level support for engagement. This has been manifest in the development of the office and a director, as well as funds for bringing community engagement speakers, a unit-wide survey that documented 854 community affiliations either by faculty engagement and service in communities, or by students' service, internships, or clinical placements (83% response rate) [http://www.uncg.edu/hhs/community-engagement/], partnerships to establish the Early Middle College at UNCG, support for the Health Care Summit, and a faculty "town hall" to discuss HHS-level data about community engagement and diversity – and to link the two national conversations to develop local support.

Support is increasingly evident in other units as well, such as the School of Education, which recently hosted its second annual research symposium focusing on research that makes a difference. A plenary talk provided by an associate and assistant professor discussed "scholar activism" and argued for new discourse on what counts as legitimate with regards to audiences, impact, and scholarship.

Community engagement is not centrally organized, but remains diverse and throughout the campus. What has become centralized, however, is a greater understanding - a collective mind – about who is doing what, where, when, with whom, and for what purposes. The willingness and motivation will continue to be coupled through resources (i.e. the Collaboratory) to allow UNCG and community partners to work together in strategic areas, at defined moments, and with intentional purposes to "move the needle" on specific community and university interests and agendas.

http://communityengagement.uncg.edu/PDFs/carnegie-docs/II.B.8.HHS_faculty%20engagement_survey_wineburg.pdf

WRAP-UP

> **1. (Optional) Please use this space to describe any additional changes since your last classification not captured in previous questions.**

Receiving the Carnegie community engagement classification in 2008 both crystalized and catalyzed UNCG's identity and image as an engaged university. While UNCG's legacy of service is long (see I.A.I.a-d), the elective classification was used repeatedly by the Chancellor and Provost as an affirmation and confirmation of UNCG's forward progress in supporting community engagement, particularly in conversations about revising promotion and tenure (P&T) guidelines and practices to include community-engaged scholarship. The designation also enabled the faculty senate to quickly agree on a definition of, and the term, community engagement, to in discussion of P&T policies (see I.C.5-11).

The economic crises and political changes that began in 2008 were also important catalysts for bolstering greater support for, as well as communication about community engagement and public service. The need to know who was doing what, where, with whom, and towards what purposes across campus and external communities was an important and first task for the special assistant for community engagement who led the Community Engagement Initiative, which resulted in the development of ICEE (see I.C.1), as well as the Community Engagement Collaboratory™ database.

Since 2008, the term community engagement and the value of it as a university priority has been recognized, if not adopted, at all levels, from grassroots to executive leadership. Evidence includes:
- the Community & Friends top navigation webpage has been redesigned from a static page of services to a dynamic portal for community engagement and public service;

- University Relations includes community engagement prompts in its campaign "Do Something Bigger Altogether" [http://ure.uncg.edu/brandguide/?messaging=platform];
- University Relations now requires all articles about community engagement to include community partner voices;
- community engagement rose as the top two topics for the university's Quality Enhancement Plan demonstrating support for this work from across student, faculty, and staff populations;
- the annual Service-Learning Series formerly sponsored by OLSL transformed into the Community Engagement Series with nearly a dozen cross-university sponsors, multiple guests annually, and attracts hundreds of participants;
- the Chancellor and Provost have been asked to speak about UNCG's community engagement by multiple groups and associations (e.g., UNC General Administration, Campus Compact, American Association for State Colleges and Universities);
- Board of Trustees, Board of Visitors, and Excellence Foundation members have received multiple presentations from executive leadership about the role of community engagement in supporting and leveraging university priorities.

Much of the capacity building work in the past five years has created momentum, as well as confidence in the willingness and ability of UNCG to establish wide-spread support for targeted initiatives. The intention is to align efforts that were once relatively individual, random and coincidental toward more collective, intentional and coordinated university-wide initiatives.

Analysis of Collaboratory data shows four areas of excellence within the larger vision of Healthy Lives and Vibrant Communities:
- School Learning Success;
- Culture, Arts and Design;
- Healthy People and Healthy Communities; and
- Entrepreneurial University

These will be addressed through leveraging and uniting community engagement and economic development purposes, strategies, and relationships.

PARTNERSHIPS DATA

Describe representative new and long-standing partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships).

Partnership Name
Bringing us Bus Benches and Shelters (BUBBS)

Community Partner
Dudley High School, Guilford Education Alliance, Greensboro News and Record, Action Greensboro

Institutional Partner
Communication Studies Department, Department of Community and Therapeutic Recreation

Purpose
The University of North Carolina at Greensboro in cooperation with the nonprofit Guilford Education Alliance, and the daily News & Record have pooled resources since the fall of 2007 to embark on a innovative program to boost civic literacy, and importantly, prompt action among minority students at Dudley Sr. High School.

2007-2008 - UNCG students work with more than 150 9th graders in preparation for speaking out on public issues and in developing an appreciation for dialogue in interpersonal and small group settings.

2008-2009 - UNCG students worked with more than 80 10th graders from English class that stimulated conversation and engaged in writing projects to critically analyze and reflect on various controversial topics.

2009-2010 - Program expanded to UNCG students interacting with 40 Dudley High School students each from the 9th and 11th grade to raise awareness and funds for additional bus benches and shelters in the community through BUBBS (Bringing us Bus Benches & Shelters).

2010-2011 - UNCG students continue relationship with Dudley and start new club CHANGE (Come Help a New Greensboro Evolve). CHANGE held a march to the building of a new shelter which gathered followers of the cause.

2012-13 - Program expanded to address teen curfew that was instituted in downtown Greensboro after a gun was fired at a group of people, "more than half" of whom were under the age of 18 and all were under 20. UNCG students worked with Dudley and larger community to address the need for positive teen activities/locations in Greensboro. UNCG students worked with Dudley students to determine what WE should do, in terms of collective action, and developed advocacy worksheets and exercises such as "Writing a Letter to the Editor," and "Making my Dreams Come True, One Goal at a Time," to encourage Dudley students to speak with authority on an issue relevant to them.

Length of Partnership	**Number of faculty**	**Number of students**
7 years	3	200

Grant funding
$10,000 from Action Greensboro's synerG young professionals network to design and construct a bus bench in downtown Greensboro.

Institution Impact *(Institutional Impact describes the effect or influence of the partnership on institutional factors—curriculum, research focus, budgetary decisions, programmatic changes, strategic plans, student learning, etc.)*
1. Service-learning activities involving BUBBS has been incorporated into 10 undergraduate courses, involving approximately 125 undergraduate students. The curriculum developed for the course that includes BUBBS, was the first in the department to be designated a service-learning course. That curriculum and course are used frequently as a model for other courses designed to incorporate SVL (both within CST and for other UNCG departments). At UNCG, the Communication Studies department's commitment to SVL has been recognized through the award of multiple faculty fellowships, senior scholar grants, national honors, research dollars, and undergraduate research activities/funding.

2. To help do this work, and to develop the pedagogical and research profiles of graduate 5 master's degree seeking students have been recruited in the past 4 years to devote time, creativity, and organizing activities for the undergraduate and high school students. Each of these students has highlighted their work with BUBBS to: secure a consulting position upon graduation (Crystal Edwards Oldham); gain entry into Teach for America (Dante Johnson); and, get full funding for their PhD programs (Mark Congdon & Sarah Hollingsworth); develop papers for conference presentations and publication (all of the above and Elizabeth Dam-Regier). With CST colleagues, the team has published 1 peer-reviewed article on BUBBS and have 2 others in the revise and resubmit process

3. Together with students, the team has presented research connected to civic literacy and advocacy at 6 regional and national conferences to highlight service-learning, teaching & learning, and communication scholarship. One paper was featured on a Top Four Paper Panel at the National Communication Association's, Experiential Education Division.

4. Dr. Jovanovic has received two awards for accomplishments in teaching and research, where BUBBS was featured prominently: 2013 Gulf Summit Outstanding Faculty Contributions to Service-Learning and 2012 North Carolina Campus Compact's Robert L. Sigmon Service-Learning Award. Furthermore, Dr. Jovanovic attributes her promotion to Full Professor to the work done on BUBBS and other community engaged activity. BUBBS has been cited on the UNCG web site twice and featured as a model of how to develop strong partnerships within the community.

5. The CST department is currently in the middle of a self-study process, the first one in 7 years. Though not complete, the study points directly to the impact of SVL on student learning as a high-impact, high-intensity experience that students most often point to as having enduring meaning. SVL is also a high-impact focus for at least 1/2 of the department's tenured and tenure-track faculty.

Community Impact *(Community Impact describes the effect or influence of the partnership on community resources, services, capacity for service, organization, strategic plans, and clients.)*

One out of ten bus stops have a bench, and even fewer have a shelter. By physically constructing benches in the community (4 have been constructed to date), BUBBS helps provide protection from the sun and the rain, as well as advocacy on behalf of this important social justice issue. The impact of this teaching and research activity has led to policy changes within the Greensboro Transit Authority to expand the locations and loosen previous restrictions on where bus benches and shelters may be installed AND to expand the type of benches and shelters that can now be installed to include those of "artistic distinction" in addition to the standard design.

At Dudley High, the work of Dr. Jovanovic has been integrated into the curriculum of two separate classrooms, where UNCG students work with Dudley students to understand civic literacy and social change, and how they, as citizens, can have a voice in community issues. For example, when Greensboro instituted the teen curfew, UNCG students worked with Dudley students to encourage them to speak with authority on an issue relevant to them. UNCG also met with the City Parks and Recreation Department personnel to strategize how to work cooperatively on youth engagement potential in the city, and shared with them the survey results from more than 100 teens regarding their desired activities. As a result, an asset-based perspective was adopted with regard to the teen curfew and supporting teen activities.

K-12 Student Outcomes: 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.

Partnership Name
Transitioning Minds in a Transitional Community

Community Partner
Guilford County Schools is the primary partner; there is a list of over 35 other partners.

Institutional Partner
Biology Department, Department of Chemistry and Biochemistry, Geography Department, Education

Purpose
Goal 1: Improve the communication skills of the GK-12 Fellows, or Resident Scientists, (RSs) by having them assume an active role as content and instructional resource specialists with middle, high and elementary school teachers in the classroom and as science role models for their students.

Goal 2: Improve team building in science for GK-12 RSs in order to prepare them for collaborative, interdisciplinary, multicultural research, teaching, and service within a global community.

Goal 3: Enhance the quality of science education in High Point schools, particularly Welborn, Montlieu and Andrews, by providing an opportunity for science teachers to increase their content knowledge and explore best practices.

Goal 4: Foster ongoing, mutually beneficial partnerships between the university and area school districts to continually enhance science education.

Goal 5: Provide training and mentoring for graduate RSs, including experience in K-12 classrooms, and avenues for them to develop their ability as future science higher education professionals.

Length of Partnership	**Number of faculty**	**Number of students**
2010-2015	5 as Senior personnel; 1 Sr staff; Other faculty participate as guest speakers	9 full time graduate students each year from the departments listed earlier (35 students total from 2010-2015)

Grant funding
$2,932,928.72 from the National Science Foundation (2010-2015)

Institution Impact *(Institutional Impact describes the effect or influence of the partnership on institutional factors—curriculum, research focus, budgetary decisions, programmatic changes, strategic plans, student learning, etc.)*

Goal 1: All students participate in the classroom for 10 hours a week. Each RS's science is embedded into their grade level science curriculum. All students are required to prepare and present at least three lesson plans. This past year, many of our RSs and teachers presented at the International Teacher and Science Partnership meeting. In addition, most of our RSs present their science at professional conferences. This year all RSs are presenting their science through a 3 minute science opportunity. Each student has three minutes and one slide to share everything there is to know about their research with our RSs and senior personnel.

Goal 2: All RSs attend a July workshop to learn about the GK-12 program and then all RSs and teachers attend an August workshop that is designed to build partnerships between RSs and their Lead Teacher. Greenway Day (April and Oct) also provides an opportunity for collaboration and teambuilding

Goal 4: The GK-12 program benefits UNCG, as well as teachers and students in Guilford County Schools. RSs learn to communicate their science, learn about public education, and find new avenues for their research and careers. GK 12 training has led to much more employable and marketable graduate students after they matriculate from UNCG. For example, 3 PhD students and former GK 12 fellows from Geography have found employment in tenure track positions at major universities. These fellows indicated

that the GK 12 experience better prepared them for interviews where they presented their research to diverse audiences. Two PhD students from Chemistry have secured excellent positions in biotech and chemical corporations. Two MS students from Biology have become K-12 science teachers in the very schools that they trained as GK 12 fellows.

Faculty report that all RSs that have defended their thesis or proposal are better able to communicate their science than other students. We do attribute this to participation in GK-12. Additionally, those RSs that return to teaching at UNCG are better teachers.

Community Impact *(Community Impact describes the effect or influence of the partnership on community resources, services, capacity for service, organization, strategic plans, and clients.)*

According to our evaluation, nearly all teachers are thrilled to have a RS in their classroom. The RS not only brings their science to the classroom, but also provides a person to talk to and about science and science teaching.

Teachers benefit from additional expertise in the classroom, learn new science techniques, and have another scientist to participate in science education in the classroom. K-12 students benefit the most: they learn more science, become engaged in hands-on science techniques, have new role models and, in many, instances begin to think about themselves as scientists.

 RSs bring a unique partnership to the young students in the classroom. RSs are required to mesh with the schools efforts to follow the state curriculum. However, they infuse a community element, help teachers to differentiate instruction, and add resources that go beyond the "regular" science teaching. RSs continue to take the lead in enabling students and teachers to use the Greenway routinely. Many K-12 students had never been in a stream and certainly never realized that outdoor science integrates into what each student is learning in the classroom. Now students wait for the opportunity to visit the stream and expect this will happen as part of their science education.

In April 2013 we offered our 3rd annual "Greenway Day" for the community. All RSs participated. At the event, different stations were set up and manned by RSs and PIs which featured scientific aspects and opportunities on the Greenway, such as plants and insects biodiversity and water quality. At this event we also partnered with UNCG's HERP Project (DRL 1114558) and participants searched for Herps in the Creek. The event is planned again for April of this year and like last year will also be supported by the NC Science Festival.

For students, more are interested in science and as noted below more high school students are entering STEM fields as they matriculate into higher education. Teachers are very supportive of the program. In fact, at our last PD last spring, teachers mentioned that if it were not for GK-12 and having a Resident Scientist in the classroom that they would have left teaching. Again, this is a mark of the success of the program and the quality of our graduate students.

GK 12 has provided a wide range of scientific equipment for multiple classrooms in three different schools. These items include airplane kits, waders for sampling streams, weather stations, and everyday science equipment. All of the materials purchased by the grant remain in the school. GK 12 fellows and teachers have leverage GK 12 funding in multiple state, regional and private grants to our three schools, totaling over $26,000 this year. This funding has providing essential materials, equipment, and supplies to schools for expanding inquiry-based investigations and will remain as a permanent part of each school's inventory. Over the last 3.5 years, teachers and resident scientists have received over $100,000 in additional project support.

Partnership Name
Empowerment Fund Greensboro & IRC Staffing

Community Partner
Interactive Resource Center

Institutional Partner
Department of Marketing, Entrepreneurship, Hospitality, and Tourism

Purpose
Empowerment Fund Greensboro provides micro loans to Greensboro citizens experiencing homelessness. The participants who participate in the program are clients of the Interactive Resource Center in Greensboro. The program provides training, business plan development, implementation assistance and support, and micro loans. Empowerment Fund Greensboro is a MFI (Micro Finance Institution) as a member of the Lend for America program, which supports the further development of organizations at universities interested lending to the poor. The program seeks to build awareness, provide support for vulnerable entrepreneurs, and engage in innovative economic development models. The work of Empowerment Fund Greensboro is accomplished through the work of students in the Social Entrepreneurship course at (UNCG), a new student run organization called Empowerment Fund Greensboro, local funders, community partners, and the University.

Concurrently with this program, the Social Entrepreneurship Course hosts an IRC Staffing project, which uses theory and practice to understand the temporary employment opportunities available for clients at the agency. The result of this participatory action research project will include a feasibility study and business plan for the development of a temporary staffing agency. From a disciplinary scholarship perspective this research opportunity will add to the literature on social entrepreneurship by providing an examination of how market forces can be used to address social issues, particularly homelessness and unemployment. In particular this project has the potential to further define social value creation in the entrepreneurial process. This project will use research concerning spot or structure-less markets and social entrepreneurship to create employment opportunities better suited to the transitioning of individuals out of homelessness (Roberts & Bartley, 2004). This project also will add to the literature that moves the focus of research on temporary employment away from the hiring agency and toward the concerns of homeless individuals forced to pursue temporary employment arrangements (Williams, 2009). In terms of community-identified interests this project will illuminate critical issues of homelessness and temporary work agreements important to a community interested in reducing both unemployment and homeless rates. The nonprofit will benefit from the research that is a result from this work as they delve further into providing quality services to those experiencing homelessness. This research will assist the agency in providing legitimate employment opportunities that counter the exploitive nature of traditional day labor and temporary work. Th final result will be a fully functioning non profit staffing agency at the Interactive Resource Center in Greensboro NC.

Length of Partnership	Number of faculty	Number of students
The Empowerment Fund Greensboro has run for three years; the IRC Staffing Project started 8 months ago	1	91

Grant funding
Empowerment Fund Greensboro is supported by private benefactors who provide funds for no interest micro loans. The IRC Staffing Project is funded by a $2500 UNCG Community-Based Research Grant.

Institution Impact *(Institutional Impact describes the effect or influence of the partnership on institutional factors—curriculum, research focus, budgetary decisions, programmatic changes, strategic plans, student learning, etc.)*

Empowerment Fund Greensboro is unique as a micro finance institution because of the partnership between the program funders, a nonprofit social services agency, the University, faculty and students. We are one of the first in the nation to use service learning, community engagement, community partnership, and students to create, manage, and develop this unique funding opportunity. Student learning is the greatest impact of the program, but along with other programs Empowerment Fund Greensboro helps place the UNCG footprint the Greensboro community showing our commitment to service and engagement.

Collaboration between the university and the community are central to learning and the development of critical problem solving skills in our students. As the University seeks to maintain a role in the positive development of the larger community it is important to support community engagement that includes service, awareness, discourse, and solutions. Results driven community engagement gives students the experiences they need to develop careers, but to also grow courage that results in true change. This project centers the University in grassroots economic development. The research team in this project explored the critical issues of homelessness, while engaging the thoughts of young researchers. This project has encouraged the young researcher to consider a career in social justice and economic development. The faculty member has been able to further her research in social justice. And the community partner has developed a stronger relationship with the UNCG community as a partner in problem solving.

Community Impact *(Community Impact describes the effect or influence of the partnership on community resources, services, capacity for service, organization, strategic plans, and clients.)*

Empowerment Fund Greensboro has helped to center attention on homelessness in the local community and innovative solutions that might have an impact on the root causes of homelessness. Several business ventures have been created as a result of the program including an artist cooperative which provides that artist with the support they need to produce, market and sell art to local customers. The program provides training that boosts the confidence of the entrepreneurs as they refine their offerings and develop key employment skills.

Unemployment and under employment are issues central to the experience of homelessness in the Greensboro Community. Day and Temporary work are short term solutions, providing resources for day to day living. However traditional staffing agencies fail to pay living wages to those experiencing homelessness, while charging high fees for resources needed to work at an assign job site. Creating IRC Staffing will ensure workers are provided with living wages, donated work equipment, and job training. The overall goal is to move workers experiencing homelessness from temporary work to more stable work situation, with hopes of transitioning the workers out of homelessness. This nonprofit staffing agency has goals of providing a living wage and developing quality workers for local businesses.

Partnership Name
Degrees Matter! - Increasing the Talent Dividend in Greater
Greensboro

Community Partner
Community Foundation of Greater Greensboro, United Way of Greater Greensboro, Guilford Education
Alliance, Mt Zion Baptist Church

Institutional Partner
Undergraduate Studies, Degrees Matter! initiative (led by the Office of Transfer & Adult Student Academic
Success)

Purpose
To convene, align and design cross community collaborations that will increase the percentage of degree
and credential holders in Guilford County, N.C. 67,000 residents of Guilford County have been to college
but have not completed a degree. The Brookings Institution (2012) recently ranked Greensboro 81st
(among the top 100 largest urban areas) when comparing the gap between education needs and talent in
the workforce. Degrees Matter! strives to engage, attract and develop this population and provide clear
educational pathways to multiple college providers and has set a goal to match GOAL 2025 - that 60% of
residents of Guilford County will hold high quality certificates/degrees/credentials by the year 2025.

This community-wide network will be led by the Future Talent Council, the advisory board of cross-sector
community partners for Degrees Matter! See members at http://degreesmatter.org/ftcmembers/.

Length of Partnership	**Number of faculty**	**Number of students**
2 years	1.5	N/A planning phase

Grant funding
Lumina Foundation ($200,000); Community Foundation of Greater Greensboro ($40,000)

Institution Impact *(Institutional Impact describes the effect or influence of the partnership on
institutional factors—curriculum, research focus, budgetary decisions, programmatic changes, strategic
plans, student learning, etc.)*

Serves the mission of the university as an economic engine and developer of the local workforce. It also
drives enrollment for the University, while serving the community and the residents of our county who
have been to college but who have not completed a market recognized degree.

Community Impact *(Community Impact describes the effect or influence of the partnership on
community resources, services, capacity for service, organization, strategic plans, and clients.)*

Talent Development/Workforce Development- Degrees Matter! unites colleges/universities with business
and industry, the nonprofit sector and local government to develop human capital. For every 1% increase
in degree attainment, Guilford County can expect a $865 per capita return. This represents an annual
economic return of $417M in Guilford County, or a $230M return in Greensboro. By the year 2025, 603%
of all jobs will require a credential/certificate/degree. Degrees Matter! strives to create 40,000 new
degree holders over this span, to bridge the predicated 10% gap in Guilford County.

Partnership Name
Sustainable Glenwood

Community Partner
Preservation Greensboro, Inc., Avery Dennison Foundations, HES Foundation, Glenwood Neighborhood

Institutional Partner
UNCG Department of Interior Architecture

Purpose
The Sustainable Glenwood Project currently has three prongs:
1. To develop guidelines for preserving and rehabilitating other unoccupied house(s) in the Glenwood neighborhood by applying non-oppositional sustainable practices for both the existing houses and broader community;
2. To engage faculty, students, and community partners to renovate up to 18 houses in the Glenwood neighborhood; and
3. To provide a structure and support for the long term development of a robust and sustained design/build program in Glenwood modeled after existing community design centers.

Length of Partnership	**Number of faculty**	**Number of students**
1 year	19	100+

Grant funding
UNCG Community-Based Research Grant ($3,000), Avery Dennison Foundation ($3,000), HES Foundation ($11,000)

Institution Impact *(Institutional Impact describes the effect or influence of the partnership on institutional factors—curriculum, research focus, budgetary decisions, programmatic changes, strategic plans, student learning, etc.)*

Catalyst projects led by Interior Architecture faculty and students alongside community partners, which expand the department's research center, renaming it the Center for Community-Engaged Design (CC-ED), with a signature project in the Glenwood neighborhood. The Center for Community-Engaged Design provides a nexus for a diverse group of people, ideas, and disciplines for the purpose of developing and applying new products, processes, technologies, and materials to interior environments. Center for Community-Engaged Design provides a mechanism of support for Department of Interior Architecture faculty research by cultivating partnerships with design industry and practice in North Carolina and beyond, and by fostering an atmosphere of innovation and collaboration among faculty, students, and industry partners. Interior architecture students have opportunities to work on research and development projects with faculty and industry partners, as well as participate in internships.

Community Impact *(Community Impact describes the effect or influence of the partnership on community resources, services, capacity for service, organization, strategic plans, and clients.)*
Strengthening connections between UNCG and Glenwood; potentially increasing home ownership in Glenwood neighborhood; producing a mural for community pride in Glenwood; expanding the preservation discussion beyond typical discourse to include sustainable design strategies; funding for spring 2014 symposium for community-engaged design, day of service-learning; expanding the preservation discussion beyond typical discourse to include sustainable design strategies..

THE UNIVERSITY of NORTH CAROLINA
GREENSBORO

Partnership Name
City Oasis Project

Community Partner
Guilford County Department of Health and Human Services, Vision Tree CDC, Prince of Peace Lutheran Church, Warnersville Community

Institutional Partner
Communication Studies Department

Purpose
This project provides access to fresh produce and healthy foods, job development, and community relationships in a low-income food desert in Greensboro, NC.

Length of Partnership	**Number of faculty**	**Number of students**
3 years	3 UNCG/5 NCA&T	82 over 3 years

Grant funding
Youth Service America ($1500); Evangelical Lutheran Church in America ($3000); Blue Cross/Blue Shield Foundation and Partners in Health and Wholeness ($5000)

Institution Impact *(Institutional Impact describes the effect or influence of the partnership on institutional factors—curriculum, research focus, budgetary decisions, programmatic changes, strategic plans, student learning, etc.)*

This project has enabled partnerships between community agencies and other academic institutions in Greensboro, namely a partnership between NCA&T and UNCG regarding food security. The project has allowed opportunities for UNCG students to work directly with community members and students from other institutions. Finally, in a recent local news publication, the project has shown UNCG's commitment to addressing important community challenges, like a high rate of food insecurity.

Community Impact *(Community Impact describes the effect or influence of the partnership on community resources, services, capacity for service, organization, strategic plans, and clients.)*

This project provides the Warnersville community in Greensboro with an opportunity to be a part of the food security conversation. The project also provides access to fruits, vegetables, and other local goods in an area without a grocery store or easy access to food. Finally, the project serves as an initial test site to develop community relationships and partnerships that can be reproduced in other low-income and food-insecure neighborhoods in Greensboro.

Partnership Name
Guilford County Health Leadership Council and Health Care
Faith Summit

Community Partner
Mount Zion Baptist Church of Greensboro Inc. Cornerstone Health Foundation, Moses Cone Health Foundation. AARP North Carolina, League of Women's Voters of the Piedmont. Enroll America NC.

Institutional Partner
UNCG School of Health & Human Sciences, Public Health Education Department, Social Work Department

Purpose
This project is the most recent outgrowth of the Welfare Reform Liaison Project (WRLP), which was founded by a 17 year partnership between the UNCG Department of Social Work and the faith-based community. The WRLP is dedicated to helping disadvantaged individuals move toward self-sufficiency through job training and placement. Since its launch in 1997, the organization has helped put about 1,000 people to work with participants' cumulative earnings surpassing $9M. The Healthcare Faith Community Summit is the latest phase of Dr. Wineburg and Rev. Cleveland's partnership (Dr. Vincent Francisco in Public Health is also a collaborator on this project), and outlines the development of a long-term approach to community leadership facilitating health outcomes through a faith community and university partnership. The first gathering took place on November 14, 2013 at the Guilford County Health Care Faith Summit, which brought together 762 people from the local community Health system, Faith system, Nonprofit System, and Educational system to initially address long term community health concerns through education and networking (see http://www.youtube.com/watch?v=bGoXh9HvB20 and http://research.uncg.edu/wp-content/uploads/2014/01/NC-Faith-Health-Summit-Final-Report-010914.pdf).

Length of Partnership	**Number of faculty**	**Number of students**
9 months/ongoing	10	5 students assisted with the development of the long-term approach to community leadership, and 90 students attended the Summit

Grant funding
Solicitation and university matching funds ($40,000 raised); individual donations after the summit ($2500)

Institution Impact *(Institutional Impact describes the effect or influence of the partnership on institutional factors—curriculum, research focus, budgetary decisions, programmatic changes, strategic plans, student learning, etc.)*

Increase in engagement among faculty and students, with a corresponding increase in educational attainment, increase in job placement post-graduation, increase in relevant applied scholarship leading to innovations in addressing health disparities and improved health outcomes. Put UNCG and its community educational efforts in scope of White House Office of Faith Based and Neighborhood Partnerships. See: http://www.youtube.com/watch?v=t4PW7jPUd5o

Community Impact *(Community Impact describes the effect or influence of the partnership on community resources, services, capacity for service, organization, strategic plans, and clients.)*

Anticipated reduction in health disparities, and improvement in health outcomes, due to new and modified programs, policies and practices related to those issues. Increase in resulting jobs, and educational attainment among community members interested in addressing health outcomes. Broader community now actively seeking out this university community partnership for long term solutions to a range of problems and concerns. See one example http://www.news-record.com/news/local_news/article_64f5aa9e-57be-5378-a5a6-d80829be703c.html?mode=jqm

As a result of the summit, a partnership is evolving with the
Evans Blount Center to move from acting as a clinic in the community to being a community-based health center that captures some of the resources and spirit from the 14 congregations in the immediate 2-mile quadrant that the clinic serves. Congregational nurses and social workers are already working in programs that serve this quadrant, and these programs use university students for intervention, screenings, referrals and brokering of supportive services. It is not out of the realm of possibility to connect the existing resources in a planned and coherent way with evidence-based needs that merge from the clinic services. Summit leaders have also signed a year-long contract with Public Access TV to produce high quality and informative health education programs for the community. 79 willing health, education and faith leaders participate in Summit workshops, many of whom would be willing to expand on the content of their sessions and many health experts in the colleges and universities in the county whom can be tapped for their expertise.

Partnership Name
InFocus Advocacy Project

Community Partner
The Arc of Greensboro, the Community Theatre of Greensboro

Institutional Partner
Dept. of Community & Therapeutic Recreation

Purpose
InFocus is an advocacy-photography program that empowers individuals of varying abilities to have a voice and share their ideas about access, participation, and community inclusion. Through the InFocus project, these individuals of varying abilities have been empowered to host a series of events to increase community awareness and dialogue on inclusion, including photography/advocacy exhibits around town and have worked with the Community Theatre of Greensboro to produce and star in a play. and have created a documentary to share their journey. More information on this partnership can be found at http://infocus.uncg.edu/wordpress.

Length of Partnership	**Number of faculty**	**Number of students**
4 years	2	50

Grant funding
$4,000

Institution Impact *(Institutional Impact describes the effect or influence of the partnership on institutional factors—curriculum, research focus, budgetary decisions, programmatic changes, strategic plans, student learning, etc.)*

The InFocus program has become part of the Therapeutic Recreation concentration within the department, and an essential component of the community-university research and grantwriting efforts taking place in the CTR/Arc of GSO's ongoing collaboration. InFocus has also provided dozens of UNCG undergraduate and graduate students with opportunities to partner with individuals from underrepresented groups including those with significant disabilities. Together these students have acquired skills concerning advocacy, community inclusion, and systems change, and have been empowered to develop new relationships, share their voices as advocates, and instigate change in the community.

Community Impact *(Community Impact describes the effect or influence of the partnership on community resources, services, capacity for service, organization, strategic plans, and clients.)*

Through advocacy-photography, children, youth, and adults with intellectual and other developmental disabilities and their partners without disabilities have been empowered to discuss their interests, hopes, and dreams. Nearly 3,000 community members, including policymakers, practitioners, and ordinary citizens have attended community exhibitions where these ideas and perspectives have been displayed and elaborated upon. Together, InFocus participants and community members have instigated the broader community's engagement in conversations that are leading to action plans toward greater access and inclusion.

Partnership Name
Nanomanufacturing Innovation Consortium

Community Partner
Cemala Foundation, Engineered Biopharmaceuticals, Evonik, FLIR Systems (fmr.DIGITALoptics), Glen Raven, High Point University, International Textile Group, Joseph M. Bryan Foundation, Quantapore, RF Micro Devices, Schneider-Premiere, Stearns Financial Services Group, SunTrust Bank, Syngenta, Tannenbaum Sternberger Foundation, VF Jeanswear LP, Virginia Tech-Wake Forest School of Biomedical Engineering and Sciences, WFU School of Medicine, Weaver Foundation, Womble Carlyle, XANOFI

Institutional Partner
Joint School of Nanoscience and Nanoengineering (UNCG/NCAT)

Purpose
1. Nurture sustainable growth, networking, and leadership within the local academic, industrial, and residential communities
2. Provide analytical support for pharmaceutical development
3. Provide materials characterization that facilitates the development of superabsorbent materials for diaper applications
4. Access relevant precompetitive research; provide advanced polymeric and composite materials support for specialty textile applications
5. Provide access to the analytical microscopes and advanced nanomaterials technology for high performance textile applications
6. Nurture innovation, job growth, networking, and leadership within the local academic, industrial, and residential communities
7. Provide access to state of the art tools that enable the fabrication of designed nanoporous structures for biomedical device applications
8. Provide access to the cleanroom infrastructure and NMR, microscopes, and suite of analytical tools
9. Carry out testing on our flame retardent materials
10. Enable start-up contract research business and to furnish equipment and technical support for SBIR/STTR funded research
11. Nurture business development and support the economic health of the community
12. Support academic and community programs and infrastructure that enhance the quality of life for Guilford County residents
13. Develop nanotechnologies for fiber manufacturing for textile applications.
14. Services; Develop research and business networks and collaborations; Support member meetings.
15. Support academic and community programs that nurture children and youth, catalyze sustainable economic development, and enhance the quality of life
16. Provide access to expertise for bionanotechnology related applications of electrospun materials

Length of Partnership	**Number of faculty**	**Number of students**
6 months	TBD (≥1)	TBD (≥1)

Grant funding
Consortium membership fees ($145,000)

Institution Impact *(Institutional Impact describes the effect or influence of the partnership on institutional factors—curriculum, research focus, budgetary decisions, programmatic changes, strategic plans, student learning, etc.)*

This seed support is expected to foster collaborative business opportunities between Consortium members and UNCG, and to catalyze additional research support, publications, and intellectual property.

Community Impact *(Community Impact describes the effect or influence of the partnership on community resources, services, capacity for service, organization, strategic plans, and clients.)*

This seed support is expected to catalyze the formation of new start-ups and business-university collaborations, nurture new market opportunities for existing members, and create jobs.

Partnership Name
Well·Spring/UNCG Initiative

Community Partner
Well·Spring Services, Inc.

Institutional Partner
Office of the Chancellor, and campus-wide (active engagement across 17 departments thus far)

Purpose
To cultivate a relationship between UNCG and Well·Spring through extensive programming, information sharing, employment opportunities, and financial assistance. This emerging partnership will pair senior residents and adult day care participants from Wellspring with university programs and events, with the possibility of creating a presence for Well·Spring on or around the university campus in the future. Well·Spring residents have the opportunity to attend on-campus lectures, concerts, recitals, athletic events and other activities as well as enroll in or audit classes. In turn, they may serve as mentors or volunteers for student and community activities, sharing their business expertise and life experiences with UNCG students. Well·Spring is also looking at the possibility of developing a presence at UNCG, which could include satellite senior housing, perhaps catering to retired faculty members. Well·Spring is working with the Bryan School of Business and Economics to study the market feasibility of such an effort.

The partnership is an expansion of a 20 year partnership with Well·Spring, the UNCG School of Nursing, and the Greensboro Housing Authority that began in 2008. The Well·Spring Retirement Community generously provided funding to expand the services being offered at the Health Centers in the Greensboro Housing Authority residential facilities: Gateway Plaza, Hall Towers and Hampton Homes. The Health Centers continue to provide clinical educational opportunities through service, research and scholarship for graduate and undergraduate students in preparation for professional nursing practice within a global community.

See http://www.bizjournals.com/triad/news/2013/05/21/wellspring-uncg-announce-partnership.html?page=all and
http://nursing.uncg.edu/community/Partnerships.php for more information

Length of Partnership	**Number of faculty**	**Number of students**
WellSpring-UNCG Nursing Partnership has existed for 20 years. New university-wide phase began in May of 2013 with a beginning commitment of 5 years and the expectation of perpetual renewal.	~20	800 to date (6 month period)

Grant funding
Well·Spring has contributed $500,000 toward the health centers, and since the expansion of this partnership has committed to funding a full-time position to coordinate partnership opportunities. The 20 year collaboration has resulted in private gifts to UNCG and its various departments and units totaling over $5 million dollars.

Institution Impact *(Institutional Impact describes the effect or influence of the partnership on institutional factors—curriculum, research focus, budgetary decisions, programmatic changes, strategic plans, student learning, etc.)*

This partnership impacts UNCG is many ways. Primarily it bonds the students, faculty, and staff with an older population through experience and information sharing. The partnership will offer increased opportunities for community-based faculty and student research, curricular and co-curricular experiences, including internship and service-learning opportunities. Well·Spring also donates approximately $20,000 each semester to different departments and supports special programs totaling approximately $100,000 annually.

Community Impact *(Community Impact describes the effect or influence of the partnership on community resources, services, capacity for service, organization, strategic plans, and clients.)*

The 20 year partnership between WellSpring and UNCG's School of Nursing has offered countless student-provided weekly health screenings and annual health fairs for residents of 5 community housing complexes in Greensboro. The new phase of this partnership will impact the Well·Spring retirement community by allowing the residents to be engaged on the campus. The residents are continually allowed opportunities to participate in a wide variety of programs offered both at UNCG and at Well·Spring. The life that is brought from the students, faculty, and staff is invaluable and something that Well·Spring cherishes. This partnership allows Well·Spring to stand out in the community as a leading Continuing Care Retirement Community.

Partnership Name
Union Square Downtown Campus

Community Partner
Opportunity Greensboro (coalition of institutions of higher education, local business partners), Cone Health, NC A&T State University, Greensboro College, Guilford College, Bennett College, Guilford Technical Community College, Elon University Law School

Institutional Partner
UNCG (campus-wide) with specific support in each phase from School of Nursing, Bryan School of Business, and Degrees Matter

Purpose
UNCG is leading the charge to develop a downtown campus location that would be shared by 7 local higher education institutions. The Union Square Campus would focus on high-demand/high-need/high-performing areas of study (3 phases: healthcare, global business, college completion) to promote economic development.

Length of Partnership	**Number of faculty**	**Number of students**
initiated 11/1/2012	TBD	estimated 150 UNCG students, 400 total students in Phase I/healthcare

Grant funding
TBD

Institution Impact *(Institutional Impact describes the effect or influence of the partnership on institutional factors—curriculum, research focus, budgetary decisions, programmatic changes, strategic plans, student learning, etc.)*

increased program efficacy and visibility for all academic institutions and community employers, cost efficiency, access to advanced equipment, increased interdisciplinary partnership potential, increased faculty interaction, increased student attraction and retention,

Community Impact *(Community Impact describes the effect or influence of the partnership on community resources, services, capacity for service, organization, strategic plans, and clients.)*

access to advanced equipment, economic and community development, increased levels of academic achievement, stronger bonds between employers and academic institutions leading to greater talent retention

Partnership Name
Middle College at UNCG

Community Partner
Guilford County Schools

Institutional Partner
UNCG School of Health & Human Sciences

Purpose
The Middle College at UNCG creates a nurturing, safe, and academically rigorous environment in which 9th -11th grade students (the first 12th grade class will graduate in 2014-15) are exposed to medical, health and human sciences, as well as youth development careers through a student centered and STEM focused curriculum and a unique corporate work-study program. The Middle College is a hybrid model that combines some of the fast track elements of an early college and the supports for disengaged or at-risk students. These students can be disengaged or at-risk for various reasons, including not having the right supports in place to maximize their academic potential or being disconnected from the traditional setting. UNCG Middle College students spend four years taking classes and participating in work shadow/internship experiences designed to expose them to a variety of health careers in the human services and medical fields. In addition to honors-level and AP courses, Middle College students can start earning college credit in their first year. Along with satisfying requirements in the state's high school curriculum, college courses can increase college readiness and serve as a basic foundation for getting students prepared to pursue a degree in health, medical, and youth development fields. Another key element of the Middle College is the "Pathways to Medical and Health Careers" experience, which gives students exposure to a wide variety of health careers. Beginning their freshmen year, students are visited by guest speakers, travel to various businesses in the community, or visit various on campus laboratories to gain further insight into potential career paths. In their sophomore, junior, and senior years, students participate in shadowing and internship experiences with various partners throughout the community. They also learn career skills, work place etiquette, and leadership skills. Additionally, students are required to earn at least 250 service learning hours during their four years. They have the opportunity to earn some of their hours by volunteering with the Youth Leader Corps which provides leadership opportunities for middle college students through the delivery of values-based physical activity programs for children from various underserved communities in Greensboro.

Length of Partnership
Initial discussions began in summer of 2007; Planning began in Fall of 2010 and the School opened in August 2011.

Number of faculty
1 - college liaison provided by UNCG

• Year 1 (2011-12): 6.5 staff members (3 content area teachers, .5 EC (Exceptional Children) teacher, 1 counselor, 1 treasurer/data manager and 1 principal)
• Year 2 (2012-13): 9.5 staff members (6 content area teachers, .5 EC teacher, 1 counselor, 1 treasurer/data manager and 1 principal)
• Year 3 (2013-14): 14 total positions with 15 staff members (9 content area Teachers, .5 EC teacher, 1 counselor, 1 treasurer/data manager, 1 principal, 1 office support and .5 social worker)
• Year 4 (2014-15): 17 total positions with 19 staff members (10 full time content area teachers, 2- .5 content area teachers, .5 EC teacher, 1 counselor, 1 treasurer/data manager, 1 principal, 1 office support, .5 social worker and 1 Career Development Coordinator)

Number of students
During 2013-14, 7 graduate students teach health/pe classes and supervise Pathways/Service Learning experiences, 6 undergraduate students deliver PE classes, 5 undergraduate students mentor students, 10 students from CST 460 class tutor students (second semester).

Grant funding
Funding for the school is provided by the Guilford County
School's Race to the Top and GCS Title I dropout prevention dollars, along with a donation from Businesses for Excellence in Education. Moses Cone and High Point Regional health systems also support the program. In 2012 the Middle College received a $100,000 contribution from AT&T Aspire program. In 2013-14, in-kind Middle College funding by UNCG is estimated at $2,036,925.00. This includes classroom space, graduate assistantships, and tuition waivers. Also, monies from a Youth Development Fund helped to support the Youth Leader Corps after-school program for the past three years—the estimated amount has been $9,000. Funding has also come from UNCG's School of Health and Human Performance (Now the School of Health and Human Sciences- year one--$21,000), and the chancellor (year two--$40,000; year three--$51,000).

Institution Impact *(Institutional Impact describes the effect or influence of the partnership on institutional factors—curriculum, research focus, budgetary decisions, programmatic changes, strategic plans, student learning, etc.)*
The institutional impact has been felt in several ways. Classroom space allocation, student involvement (undergraduate and graduate), course offerings and enrollment, research, and program initiatives have all been factors that have intersected with the mission elements of the Middle College. Each year space needs are addressed by working with space management staff in finding "dedicated space" for middle college classroom instruction and support personnel. Classroom and office spaces are provided in the Health and Human Performance and McIver Buildings. The Student Recreation Center, although not dedicated space, has provided gym space for physical education. The use of these spaces has required movement of some traditional university classroom assignments to other campus locations. As we approach year four, space needs will continue to surface as well as the increasingly daunting task to meet these needs. However, there has been enormous administrative support for securing the necessary space thus far.

Important goals of the Middle College are to prepare students to "be college, career and life ready". The UNCG graduate students have been very valuable contributors in assisting the faculty and staff of the Middle College accomplish this mission. These graduate students have come from programs in kinesiology, public health, sociology, and counseling education. At this point there have been a total of 30 undergraduates and 9 graduate students who have become program contributors. This partnership between UNCG and GCS allows undergraduate and graduate students to gain real-world experience in their chosen career paths while enabling GCS students to meet their health and physical education graduation requirements. The support of these UNCG students has included a number of responsibilities. One of these is to help in delivering health and physical education instruction to freshman middle college students. The graduate students mentor and supervise undergraduate students in the delivery of physical education by having them plan and teach classes to middle college freshmen as part of a practicum experience required in their university major program. The graduate students also assist in running several Pathways for Health, Medical, and Youth Development Career programs. The Pathways programs familiarize middle college students with health, medical, and youth development professionals and the workplace environment. Next Fall semester two Pathways programs will be running for freshmen and Junior Middle College students. This will require assistance from graduate students who are assigned to work with the liaison in various aspects of the school program. Identification of community partners who provide work shadow/internship experiences in the health, medical, and youth development fields is part of their responsibilities. Supervision and student preparation are also important roles that the graduate students play in this outreach program. Classroom sessions taught by graduate students are given each week to help Middle College students acquire positive work site skills and gain clearer perspectives on medical, health, and youth development careers.

Another set of Pathways programs takes place in the Spring term for sophomore and Senior Middle College students. Graduate students assist the liaison in identifying community sites and supervise work shadow experiences at these sites. Classroom sessions connected to the work-shadow experience are provided by the graduate students. All transportation for the Pathways experiences is provided by Guilford County Schools.

Tutoring is also provided by undergraduate and graduate students to help students be successful in these

classes. For example, there are 10 students from an undergraduate course in communication studies assisting during and after-school tutoring for selected middle college students. In addition, kinesiology offers a mentoring course where university students are each matched with a middle college student who requires additional assistance. Each semester over the past three years we have provided 6 to 8 mentors from this class.

Another part of The Middle College at UNCG's mission is to encourage service learning and character development; students are required to earn at least 250 service learning hours by the end of their senior year. One of the avenues for earning some of these hours has been through an after-school values-based program called the Youth Leader Corps. The graduate students and the liaison assist middle college students in planning values-based physical activity experiences for children and youth for various underserved communities in Greensboro.

All these programs have provided valuable experiences for the graduate students in program development and evaluation. Opportunities for doing research have emerged from their involvement with the Middle College. Investigations related to leadership development, program impact on responsibility-based values and skills, and the fidelity of program delivery have been centerpieces of past investigations by graduate students.

As part of the "college readiness" component, university course offerings and middle college student enrollment have become an integral part of the Middle College's mission and vision. There have been approximately 25 different college classes in which middle college students have enrolled during the past three years. UNCG faculty have been extraordinarily supportive in letting the students enroll in their classes as well as providing ongoing feedback about their academic performance. Professors have even offered special assistance to struggling students or in a few cases, offered or created sections specifically for the middle college student (i.e., FFL 100, KIN 217, HEA 201, HHS 110, & HHS 125). The university liaison works with the high school counselor and principal to coordinate classes and monitor MC student enrollment and performance in UNCG college classes. The college liaison informs the principal, counselor and parents of middle college students' progress in each class. The college liaison and the high school counselor identify support services that may assist students who are struggling in their college classes. Contact with university professors is part of the process the college liaison uses and includes soliciting progress reports from each student's university class professor. A University Faculty Advisory Team has been created to discuss various issues relevant to course offering and scheduling, space allocation, and faculty initiatives for the Middle College.

In all of this the health of the Guilford County School-UNCG partnership has been vital and sustained.

Community Impact *(Community Impact describes the effect or influence of the partnership on community resources, services, capacity for service, organization, strategic plans, and clients.)*

Service learning hours are continually accrued by the middle college students through a variety of outreach programs. All these programs connect with various community partners. One of these programs is the Pathways to Health, Medical, and Youth Development Careers. This program is offered to students throughout their four years at the Middle College. Three main goals are sought in the Pathways program. They are:

1) to form various partnerships with health, medical, and youth development professionals in the Greensboro community and UNCG to support worksite exploration, work shadow, and internship experiences for UNCG middle college students,

2) to widen students' vision of possible careers in the health, medical, and youth development service industries through community worksite exploration, work shadow, and internship experiences, and

3) to develop effective work site skills related co-worker interaction, dress/physical appearance, communication, and work engagement

While classwork helps in fostering academic readiness, hands-on experience with various professionals in the community becomes an essential classroom for our students. Health, medical, and youth development specialists provide on-site and in class experiences to help identify a career pathway in each of these professional fields. The pathways program has four stages to it with each building upon the previous one. Each stage provides an opportunity to either explore, shadow, or intern at a selected professional site during their four year high school experience. Obviously, community partnerships are vital to the operation and success of the program. During its first three years we have been able to establish 42 community- and 10 campus-based partnerships that have helped to support our Pathways program.

Another service learning program has been the Youth Leader Corps (YLC) (described above). In conjunction with the Center for New North Carolinians and its AmeriCorps affiliate immigrant/refuge children from Vietnam, Mexico, Africa, Burma, and Iraq are able to participate in this specially designed after school program. Leaders provide a values-based physical activity program once a week. Two additional programs are also provided at a local elementary and a local Boys and Girls Club. Throughout the past three years the YLC program has served approximately 90 school age children. All these programs serve to deliver after-school physical activity programs to high needs populations and help support to the community sites' youth development missions.

A final service learning initiative was started this school year that includes volunteer work at four of GCS's special needs schools. Sophomores and juniors are transported by GCS buses to these sites and work in a special needs classroom for approximately 2 -3 hours per week. This not only fosters unique interactive skills for the middle college student but also a great support service to the schools and the individual students involved. Due to budget cuts we are not sure if these partnerships are sustainable.

Partnership Name
Community Centers (including Glen Haven and Ashton Woods)

Community Partner
Cone Health Congregational Nurse Program

Institutional Partner
UNCG Center for New North Carolinians

Purpose
Partner to provide basic health services to immigrant and refugee clients; onsite visits often lead to referrals and case management

Length of Partnership	**Number of faculty**	**Number of students**
6 years	4 staff	8 yearly interns (48 total over the life of the partnership)

Grant funding
No

Institution Impact *(Institutional Impact describes the effect or influence of the partnership on institutional factors—curriculum, research focus, budgetary decisions, programmatic changes, strategic plans, student learning, etc.)*

Health access is one of the primary challenges for newly arrived immigrants and refugees. In this partnership, the nurses come to the community centers. They check on people in the community center and go into homes of clients. If clients need follow-up, they advocate for them to get them the appointments they need.

Community Impact *(Community Impact describes the effect or influence of the partnership on community resources, services, capacity for service, organization, strategic plans, and clients.)*

This partnership has a significant impact on the refugee community. Roughly half of Greensboro's refugees are resettled into two apartment complexes where community centers are located (~ 200 refugees per year). Refugees receive Medicaid for 8 months and then they are expected to attain health insurance on their own, but many cannot afford this. The link with the Congregational Nursing program is a vital connection for this population and helps them access care when they have few to no other options.

Partnership Name
Peck Elementary Strings Program

Community Partner
The Greensboro Symphony Orchestra (GSO), Peck Elementary School, Music Academy of North Carolina (MANC)

Institutional Partner
Department of Music, School of Music, Theatre, and Dance

Purpose
The mission of the Peck Elementary Beginning Strings Program is to increase access to string instruction for underserved students. Key objectives of the project are: to provide string instrument instruction free of charge, to nurture and develop students' creative talents, and to prepare students for challenging opportunities in music and in life. The secondary goal, which has the potential to positively impact music education in Greensboro and throughout the state of North Carolina, is to provide music education majors with the opportunity to explore their chosen field and develop as teachers in a diverse setting. Peck Elementary School is a Title I school with a 97% free and reduced lunch population. The demographics of the students enrolled include, 66% African American, 6% Asian, 8% Caucasian, 15% Hispanic, 2.5% Multi-Racial, 2.5% Native American.

Length of Partnership	Number of faculty	Number of students
6 years	1	100

Grant funding
Most funding is from private sources and donors; MANC receives grant funding from Lincoln Financial, a portion of which is allocated to this program

Institution Impact *(Institutional Impact describes the effect or influence of the partnership on institutional factors—curriculum, research focus, budgetary decisions, programmatic changes, strategic plans, student learning, etc.)*

1) Music education students receive important training relative to teaching in a diverse setting. In fall 2012, the Peck Elementary outreach was incorporated into the music education curriculum through a community-engaged course, MUE 463: Advanced String Methods. Students enrolled in this course (13 undergraduates and 3 graduate students) met three days a week on campus and two days a week at Peck Elementary where they taught the elementary students in large and small groups. The focus of the course was on classroom management, string pedagogy, designing curriculum and instruction, administrating a music program, and teaching effectively. Students regularly volunteer to teach in the program beyond their coursework and a number of graduates report that their experience at Peck better prepared them for their future career as music teachers. Approximately 40 UNCG students volunteer annually to assist with the program.

2) The community partnerships support two graduate teaching assistantships through the graduate music education program at UNCG: The Peck Elementary Assistantship and the Music Academy of North Carolina Teaching Assistantship.

a. Peck Assistantship – the GSO and UNCG fund this assistantship jointly. The GSO provides the stipend and UNCG provides a tuition waiver. The assistantship includes 10 TA hours devoted to delivering instruction at Peck Elementary and 10 TA hours devoted to activities in the UNCG School of Music, Theater and Dance.

b. MANC Assistantship – This assistantship is funded primarily by the MANC. Both tuition waiver and stipend are provided by the MANC. Additional tuition money is covered by UNCG. The assistantship includes 6 TA hours devoted to delivering instruction at Peck Elementary and 14 hours devoted to activities at the Music Academy of North Carolina.

Community Impact *(Community Impact describes the effect or influence of the partnership on community resources, services, capacity for service, organization, strategic plans, and clients.)*

1. The GSO has been impacted positively in that the Peck Elementary String Program formerly named the GSO Beginning Strings Program increased in size from around 40 to 120 students. The collaboration increases both the quality and quantity of instruction for students enrolled in the program.

2. Collaborating with UNCG allows The Music Academy to expand outreach offerings both at Peck Elementary and through the UNCG Graduate Assistant's private teaching. In addition, with specific reference to Heather Lofdahl the current graduate student, the collaboration allows the MANC an extended observation/training period with a potential future faculty member.

The community impact includes the following:
1) Increased access to string instruction for underserved students in Greensboro. Peck Elementary School is one of only three elementary schools in Greensboro that offers string instruction. The Clara J. Peck Elementary School is a Title I school with 97% of students qualifying for free and reduced lunch. The UNCG, GSO, MANC collaboration provides free string instruction to 120 students grades 2-5.
2) Peck String Program graduates have the opportunity to continue their orchestra instruction by opting into one of two middle schools that offer orchestra programs - Mendenhall Middle School or Lincoln School of the Arts.
3) A number of students enrolled in the Peck String Program have received various honors including: private lesson scholarships to the Music Academy of North Carolina, scholarships to the GSO Youth Symphony, scholarships to summer music camp, admittance into Lincoln Arts Academy, inclusion in North Carolina Music Educators sanctioned all-county and all-state orchestra festivals, and special instrument loans from the GSO.
4) Jackson Middle School, the school that Peck Elementary feeds, recently began an after school violin program where many of the students continue to learn to play the violin.
5) UNCG has established a program to help interested students purchase violins at deeply discounted rates.
6) The United Arts Council of Greensboro, Music for a Great Space, and Classical Music Across Cultures, three non-profit arts organizations in Greensboro, collaborate annually to bring diverse professional musicians to Greensboro. The artists perform for and interact with the Peck Elementary Orchestra students. Recent performance/interactions have included: Sphinx Virtuosi (2011), Catalyst Quartet (2011), Harlem Quartet (2012), John McLaughlin Williams (2013).
7) Recently, graduates of the Peck Elementary String Program performed on a concert in honor of Dr. Maya Angelou. Students interacted with composer, Dr. Patricia Gray to create a new work entitled, I AM Song and Dance. This work was performed for Dr. Angelou September 14, 2013 at a performance that drew over 2000 attendees to a concert in honor of Dr. Angelou in Aycock Auditorium at the University of North Carolina at Greensboro.

Partnership Name
North Carolina Network for Safe Communities

Community Partner
The NCNSC routinely works in partnership with local, state, and federal law enforcement agencies to implement violence crime reduction strategies, and has worked with sites across NC, from Wilmington to Asheville, and throughout all three federal jurisdictions. Examples of these partnerships would include the police departments in each jurisdiction, the Sheriff's Office, the District Attorney's Office, the Department of Public Safety (probation/parole), NC State Bureau of Investigation (SBI), NC Highway Patrol and federal law enforcement agencies, such as ATF, FBI, DEA, US Marshal, etc. Our key partner in this work is the United States Attorney's Office (USAO). We have worked in partnership with the USAO in all three districts in NC (Eastern District North Carolina (EDNC), Middle District North Carolina (MDNC), and Western District North Carolina (WDNC). We are also members of the Middle District Advisory Team (MDAT) for the United States Attorney's Office in the Middle District. MDAT partners include law enforcement and community members who are engaged in focused deterrence or Project Safe Neighborhoods work in the Middle District of North Carolina. Currently, there are 11 sites in the Middle District doing this work with one additional just beginning the work and for which we will assist with training and technical assistance in the upcoming year. In addition to law enforcement and community partners, we work with partners on campus such as the GIS Department to provide mapping of crime within sites and educate others across campus who may be doing related work.

Institutional Partner
Center for Youth, Family, and Community Partnerships

Purpose
This work is a partnership between community and law enforcement to reduce violent crime (gun crime, group/gang violent crime, overt drug markets, violent crime associated with chronic violent offenders, domestic violence offenders) and to improve the quality of life for all of the residents in their respective communities. This is a violent crime reduction strategy, which when implemented properly can change the norms and narratives within a community about violence and law enforcement/community relations. Known as focused deterrence, one of the primary areas of focus with this work is the utilization of data to understand the violent crime dynamic in each particular site. The data typically shows that only a small percentage of offenders are responsible for a large percentage of the violent crime. As a result, the violent offenders can be identified, and a message to stop the violence can be given to them. Along with the "stop the violence" message, an explanation of why they were identified, what their legal exposures are, what type of prison time they could face (in the state or federal system or both) if they commit a subsequent (prohibited) violent crime as defined by each site. The offenders are also given options for resource provider assistance (GED classes, assistance with job skills, housing, mental health services, substance abuse services, mentoring, vocational skills, literacy programs, etc.). This work has proven to be instrumental in building and rebuilding relationships between law enforcement agencies and communities and community members. Dialogue between community leaders / community members has frequently led to frank discussions on race and trust issues that have been historically strained for generations, and has laid a foundation for new and healthy partnerships. Currently, the focused deterrence approach has been applied to combat chronic violent offenders, gang and group-related crime, open air drug markets, and domestic violence. Therefore, once the framework is in place for the strategy, it is highly adaptable to combat new crime problems.

Length of Partnership	**Number of faculty**	**Number of students**
UNCG has been involved in this work for over fifteen years	There are currently two staff members dedicated to this work.	None at this time, but students have traditionally been involved in this work.

Grant funding
We have received funding from the United States Attorney's Office in the Middle and Western Districts of NC, North Carolina Governor's Crime Commission, individual sites, and through sub-contracts from state and federal funders. Currently we have contracts with Greenville PD and High Point Police Department through a US Department of Justice Community Oriented Policing Services grant.

Institution Impact *(Institutional Impact describes the effect or influence of the partnership on institutional factors—curriculum, research focus, budgetary decisions, programmatic changes, strategic plans, student learning, etc.)*

Sites in NC that have implemented and followed through with the necessary components of the strategy have seen reductions in their Part 1 violent crime rates anywhere from roughly 8% - 61%. Along with the dramatic reductions in violent crime, communities have forged strong relationships among partners implementing the work which allow for meaningful and lasting relationships and ability to work together, communicate, identify problem earlier, and come up with solutions to new problems more efficiently.

Community Impact *(Community Impact describes the effect or influence of the partnership on community resources, services, capacity for service, organization, strategic plans, and clients.)*

Communities have experienced a number of positive outcomes, with the reductions in violent crime being the most significant. Disenfranchised communities / community leaders have forged new relationships with law enforcement and other community partners. In many communities where violent crime has been almost entirely eradicated, a revitalized business community has emerged. New housing / construction, new businesses have opened, new employment has been created, and healthier communities are the result. In some cases, individual offenders who may choose to seek assistance through resource providers in the initiative, make significant positive changes in their lives that impact their well-being, their family's well-being, and the community's well-being.