Southern Association of Colleges and Schools Comprehensive Standard 3.3.1.5:
Community/Public Service within its mission, if appropriate
Submitted September 2013

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: community/public service within its mission, if appropriate.

Judgment:
Compliant

Narrative

Service to and engagement with the community for public good is incorporated in the mission statement of the University, as well as throughout the 2009-2014 UNCG Strategic Plan, as a University strategic goal. UNCG's mission and values statement commits the University to 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 lifespan;
- 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.

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. (See Table 3.3.1.5-1) 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.

Table 3.3.1.5-1 Strategic Plan Activities

Activity Number	Activity Description
1	Establish the Office of Engaged Scholarship (OES) (to replace ICEE) under direction of VCR-ED to coordinate, support and sustain activities related to engaged scholarship among faculty, students, and community partners.
2	Establish a University-wide governance structure in the form of an Advisory Committee on Engaged Scholarship that, reports to the VCR-ED with appropriate responsibility for building a knowledge base about engaged scholarship activities, monitoring those activities in each unit, and using that knowledge to build fundable interdisciplinary programs.
3	Develop and implement a centralized system/database whereby faculty/staff, student, and community partner community engagement activities are tracked and monitored.
4	Develop faculty roles, responsibilities, and rewards around engaged scholarship.
5	Office of Sponsored Programs (OSP) shall identify and manage external funding opportunities for engaged scholarship and shall develop means to help faculty apply for and garner funds for such activities.
6	Student component: Explore expansion of opportunities for students in engaged scholarship, civic responsibility, and community service in and out of the classroom.
7	Community partners
8	Integrate engagement priorities into next UNCG Campaign

Community Engagement Defined at UNCG

At UNCG, community engagement is defined as 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" (see Community Engagement Terms and Definitions).

The aim of this collaboration is to "enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good." The "community" is broadly defined to include individuals, groups, and organizations external to campus.

What's the Difference between Community Engagement and Community Service?

Community engagement describes activities undertaken with community members in reciprocal partnership; community service describes activities that are provided to, intended for, or done in communities.

UNCG distinguishes between the processes and purposes of each:

1. _Processes_: community engagement requires collaborative, reciprocal processes that recognize, respect, and value the shared knowledge, perspective, and resources shared among partners; community service provides a uni-directional, often "expert," model in which University resources serve community individuals, groups, organizations, and the general public.
2. _Purposes_: community engagement serves a public purpose through partnerships with individuals, groups, and organizations to understand and collaboratively address issues of public concern; community service activities focus on providing expertise, resources, and services to community individuals, groups, organizations, and the general public.

UNCG's Strategic Plan supports both the one-time delivery of knowledge and resources (public service), and the long-term and multiple exchanges of knowledge and resources (community-engaged partnerships).

Strategic Plan Implementation and University-Wide Activities

Partnering as two key leaders in UNCG's community engagement initiatives are the Office of Research and Economic Development and the Office of Leadership and Services Learning. The Office of Leadership and Service-Learning (OLSL) was established in 2002 and precedes the 2009-2014 Strategic Plan (the Plan). The Plan reaffirms the importance of the OLSL to provide programming for student civic engagement and leadership development through community service and engagement. For example, Strategic Goal 4.3.7 identifies training, support, and assessment for student civic and leadership development through community engagement as a major strategic direction for the institution. Their assessment reports for the last four years are provided (see OLSL 2009-2010 Assessment Report, OLSL 2010-2011 Assessment Report, OLSL 2011-2012 Assessment Report, OLSL 2012-2013 Assessment Report, OLSL Annual Report 2012-2013). The Office of Research and Economic Development provides support and strategic direction to faculty, staff and students for research and creative endeavors resulting in scholarship, innovation, economic development, and community engagement. Working together and individually, OLSL and ORED promote and support community engagement initiatives across the UNCG campus. Assessment reports for 2011-2012 (2011-2012 ORED Assessment Report) and 2012-2013 (2012-2013 ORED Assessment Report) for ORED and annual reports for the same years (2011-2012 ORED Annual Report) and 2012-2013 (2012-2013 ORED Annual Report) are provided. As mentioned above, UNCG reaffirms its commitment to community engagement and community-engaged scholarship through UNCG's Strategic Plan objective 4.3. The Strategic Plan Implementation Team created an Implementation Plan intended to guide UNCG's actions in fulfillment of objective 4.3. (see Strategic Plan 4.3 Implementation Report). The following narrative outlines the operationalization of the Strategic Plan Implementation Report which presents eight University-Wide Activities (UWA).

UWA 1: Visioning and Planning Process to Create a University-Wide Structure for Community Engagement

Expected Outcomes

The Strategic Plan 4.3 Implementation Report dictates that UNCG will establish the Office of Engaged Scholarship (OES) under direction of the vice chancellor for Research and Economic Development (VCR-ED) to coordinate, support, and sustain activities related to engaged-scholarship among faculty, students, and community partners.

1. Establish office with appropriate budget, staff and space
2. Consider locating office in downtown Greensboro at "University Center" (to be built)
3. Establish regular reporting to Faculty Senate re: activities related to engaged scholarship
4. Work with University Relations to develop marketing plan targeted to the promotion of engaged scholarship
5. Develop web site dedicated to promoting University's expertise and engaged scholarship activities
6. Establish an "Engaged Scholarship Initiative" that will support faculty innovation in developing community based components to new and/or existing courses; course may include a service-learning component, community-based research, internship experiences, etc.

Achievement of Outcomes and Evidence of Improvement

1.1. Establish office with appropriate budget, staff and space

Under the leadership of the Office of Research and Economic Development (ORED), UNCG implemented an 18 month comprehensive and inclusive visioning and planning process to institutionalize and support excellence in community engagement. This initiative included designing a University-wide structure to support community engagement programs and processes by distilling previous and current UNCG practices, examining scholarly best practice models, gathering input from all stakeholders, and developing specific recommendations.

In the Diagram of Communication and Institutionalization Processes and Cultivating Excellence in Community Engagement at UNCG, a timeline of the planning process and rationale are illustrated. In the White Paper Items EMJ, White Paper 2, and Worksheets for Feb 2012 Retreat, examples of the planning process for an Office of Engaged Scholarship are illustrated. A graduate student in ORED conducted a listening tour with 18 campus faculty and staff members. Interview questions, results, and themes from the interviews are outlined in Interview Reflections. The special assistant for Community Engagement researched and reviewed past community engagement initiatives across UNCG, and compiled a comprehensive index of previous plans and discussions regarding community-engaged scholarship at UNCG from various sources on campus and used the index to identify current strengths, weaknesses, opportunities, and threats related to community engagement (see Previous Plans and Discussions re CES at UNCG). ORED also completed an in-depth exploration of the definitions of community engagement and related at UNCG, a timeline of the planning process and rationale are illustrated. In the White Paper Items EMJ, White Paper 2, and Worksheets for Feb 2012 Retreat, examples of the planning process for an Office of Engaged Scholarship are illustrated. A graduate student in ORED conducted a listening tour with 18 campus faculty and staff members. Interview questions, results, and themes from the interviews are outlined in Interview Reflections. The special assistant for Community Engagement researched and reviewed past community engagement initiatives across UNCG, and compiled a comprehensive index of previous plans and discussions regarding community-engaged scholarship at UNCG from various sources on campus and used the index to identify current strengths, weaknesses, opportunities, and threats related to community engagement (see Previous Plans and Discussions re CES at UNCG). ORED also completed an in-depth exploration of the definitions of community engagement and related terms, and published a variety of documents to help those interested in community engagement and community-engaged scholarship understand the relevant context in their field (see Community Engagement Terms and Definitions, FAQ Community Engagement v Engaged Scholarship).

The visioning and planning process resulted in the revival of the Institute for Community and Economic Engagement (ICEE) for the express purpose of supporting excellence in community engagement at UNCG. ICEE was initially established in 2008 in ORED to serve as a portal for all activities at UNCG associated with community and economic development. In 2008, this portal was established "virtually" - it had no physical presence or resources associated with it. When ICEE was revived in 2013, it was re-established with dedicated staff, space, and resources. The placement of ICEE is in recognition of the interconnections between scholarship (which includes research, creative activity, teaching, and service), and economic, cultural, and community engagement. In summer 2012, ICEE was charged with the following responsibilities (see UNCG's Institute for Community and Economic Engagement):

1. **Advance Research, Creative Activity, and Inquiry** *Design, implement, and support strategic initiatives to enhance and raise the status and legitimacy, as well as the capacity for, the pursuit of scholarly agendas and practices of community engagement*
2. **Expand and Enhance Community-Engaged Teaching and Learning** *Convene and collaborate with departments, programs, offices and units that facilitate teaching and learning opportunities for undergraduate and graduate students in and out of the classroom to integrate community engagement as a strategy to achieving key, institutional strategic goals*
3. **Enhance Quality and Impact** *Embed into existing, and where necessary, establish new, systems for tracking and assessing the broad range of community-engaged activities, programs, and initiatives across the University*
4. **Identify, Activate, and Sustain Collaborative Community Connections** *Strengthen UNCG's capacity to be proactive, as well as responsive, in identifying mutually beneficial community-university partnerships*
5. **Amplify Identity and Image of UNCG as an Engaged University Community** *Strengthen UNCG's reputation as a collaborative, inclusive, responsible, and effective member of the communities of which it is a part, through data, narratives, and dialogue*
6. **Incubate Reciprocal Partnerships and Strategic Initiatives for Mutual Benefit** *Provide support for initiatives seeking to develop and/or grow their community-engagement relationships and community-engaged scholarship*

While the accomplishments of ICEE during its first year of operation are highlighted throughout this narrative, some accomplishments include:

1. Using feedback to design and deliver the University-wide portal of resources, to allow the community to identify resources at UNCG that are publicly accessible by the community. Debuting the Community Engagement Collaboratory, a database and showcase for community engagement relationships, activities, and outcomes following data collection to identify the best model for UNCG's needs.
2. Promoting promotion and tenure dialogues that led to revisions of P&T policies in six of the seven academic units.
3. Providing support for partnerships and initiatives that promote community engagement in the form of awards and funding.

A full description of activities conducted by ICEE in its first year of operation (2012-2013) can be found in the 2012- 2013 Annual Report for Community and Economic Engagement.

Prepared by K. Medlin & E. Janke, UNCG Institute for Community & Economic Engagement

1.3. Establish regular reporting to Faculty Senate re: activities related to engaged scholarship

The special assistant for Community Engagement makes frequent reports to members of the Research Advisory Council, Deans' Council, Board of Trustees, and Faculty Senate to update them on ICEE's current activities and progress (see Faculty Senate ICEE Collaboratory P&T Dialogues Update, BOT Presentation 4.16.12, and BOT Presentation 03.06.2013).

1.4. Work with University Relations to develop marketing plan targeted to the promotion of engaged scholarship

ICEE collaborated with University Relations to operationalize their Integrated Marketing Plan, providing valuable community-focused data (see Survey Summary Final) and serving as the first beta web site to be developed under the new branding guidelines (see UNCG Brand Guide Web Site [01]). In June 2013 University Relations designated communityengagement.uncg.edu as the University-wide "Community and Friends" portal, globally linking the web site on every UNCG web site.

ICEE also works with University Relations to promote community engagement activities and partnerships. The special assistant for Community Engagement met with members of the University Relations team to help them better understand the value of community-engaged feature stories, and the value of capturing community partner voice in the stories. This has resulted in an increase in the number of community-engaged stories featured on the UNCG Home Page [02]. ICEE also works with University Relations to promote news specific to community engagement on the ICEE Web Site [03].

1.5. Develop web site dedicated to promoting University's expertise and engaged scholarship activities

ICEE has successfully established communityengagement.uncg.edu [04]. The new web site launched in August 2012 and became "Community & Friends" on the university's global navigation bar. The site centralizes UNCG resources, events, and community networks to inspire, support, and assist in directing community colleagues, as well as UNCG members, to various assets for community engagement on and off-campus, in and out of the classroom. UNCG Community Engagement Facebook Page [05] and UNCG Community Engagement Twitter Page [06] sites have also been developed to increase communications to the broad audiences with which ICEE interacts.

Web site analytics are routinely collected on communityengagement.uncg.edu via Google Analytics, which are used to determine which parts of the web site were visited most frequently (see Analysis of Google Analytics 2012, Analysis of Google Analytics 2013). The most recent analytics reveal that from January 1-March 31, 2013, the site received 1,911 visits from 10 countries, and 40 states within the United States. 12,116 pages were viewed by users, with users spending an average of seven minutes and 41 seconds on the site. Technical demographics revealed that 65.2% of visits were made using Windows operating systems, and the most commonly used browsers were Firefox, Chrome, and Safari. This data will be used in the fall of 2013 when the ICEE web site is redesigned onto a WordPress platform to integrate with other unit web site structures.

1.6. Establish an "Engaged Scholarship Initiative" that will support faculty innovation in developing community based components to new and/or existing courses; course may include a service-learning component, community-based research, internship experiences, etc.

A formal "Engaged Scholarship Initiative" has not been developed. The OLSL currently provides support to faculty interested in developing community-based components in courses (see UWA 4 and 6 below).

The visioning and planning process will form the foundation for UNCG's 2015 re-application for community engagement designation from the Carnegie Foundation.

UWA 2: Excellence in Community Engagement Visioning and Planning Advisory Committee

Expected Outcomes
The 4.3 Strategic Plan Implementation Report dictates that UNCG establish a University-wide governance structure in the form of an Advisory Committee on Engaged Scholarship that reports to the VCR-ED with appropriate responsibility for building a knowledge base about engaged scholarship activities, monitoring those activities in each unit, and using that knowledge to build fundable interdisciplinary programs (see Strategic Plan 4.3 Implementation Report).

1. Explore opportunities for each unit to develop its own Committees on Engaged Scholarship
2. Encourage members of community to participate on these committees

Achievement of Outcomes and Evidence of Improvement

The 30-member Advisory Committee on Engaged Scholarship (officially titled the Excellence in Community Engagement Visioning and Planning Advisory Committee, or ECEVPAC) was established in January 2011 and was comprised of approximately 25 people (including community members, faculty, students, staff, and administrators from UNCG) (see Advisory Committee Invitation Letter 011811, and CEVPAC Official Contact List Fall 2011). These individuals were selected based on their experience with and commitment to supporting community-university partnerships and collaborations. The purpose of the Advisory Committee on Engaged Scholarship was to examine and help contextualize UNCG principles of best practice in community engagement and to provide feedback on the development of the Collaboratory, the database ICEE developed to track community-university partnerships. The committee was convened by the special assistant for Community Engagement in the ICEE. The committee met 4 times during the spring semester of 2011, held a mini-retreat in late summer, and met 4 times during the fall semester of 2011; members addressed specific community engagement topics at each meeting (see February ECEVPAC Minutes with Appendix, and March 2011 ECEVPAC Minutes) and developed a concept paper (see July 2011 ECEVPAC Retreat Report Executive Summary).

ICEE was established with support and guidance of the ECEVPAC (see UWA 1). Information collected over the course of the year resulted in the retreat document which was referenced throughout the visioning and planning process. Data collected from this committee is still being used to inform future decisions around professional development and strategic directions for community engagement at UNCG. For example, members of the ECEVPAC identified a gap in the delivery of current resources to the community. As a result, ICEE has intentionally focused on creating a directory of services at UNCG that are publicly available to the community, which are accessible from ICEE's web site (see communityengagement.uncg.edu [04]). In 2012, ICEE responded to 25 community inquiries (see Referrals Tracker). One example of such a request and response came from a community member seeking someone from UNCG to help facilitate some breakout

discussion groups around cloud computing as part of a technology conference for non-profits. ICEE was able to reach out to a faculty member in the UNCG Bryan School of Business with internationally renowned expertise on cloud computing, who agreed to assist with facilitation of the workshop. As a

result of ICEE fielding these requests, staff are able to establish and refine processes for tracking requests that come in so ICEE can continue to assess the types of requests and the extent to which these requests have been addressed.

ICEE plans to continue to formalize and publicize a community referral desk program in fall 2013, which will serve as a central access point at the University for community members.

Feedback from the ECEVPAC also informed the development of the Collaboratory (see Oct Minutes FINAL with Appendix).

UWA 3. Community Engagement Database

Expected Outcomes

The 4.3 Strategic Plan Implementation Report dictates that UNCG will develop and implement a centralized system/database whereby faculty/staff, student, and community partner community engagement activities are tracked and monitored.

1. Portal should provide open access to community partners, as well as to UNCG personnel
2. System should be accessible to the following target audiences: (i) current UNCG faculty, (ii) prospective applicants to UNCG: (faculty and students), (iii) administrators at UNCG, (iv) sponsoring agencies, (v) external community partners.

Achievement of Outcomes and Evidence of Improvement

UNCG developed an innovative and comprehensive data gathering process and data management structure that tracks and measures community engagement activities. The special assistant for Community Engagement in ICEE led the examination of models from other campuses, of related systems already in place or under development, and of potential uses and desired features. The Community Engagement Database (the "Collaboratory") was launched in August 2012 (see UNCG Community Engagement Search [07], UNCG Community Engagement Collaboratory & Web Site, and Collaboratory Divider Proofs Combined). The Collaboratory is a publicly accessible database of community-engaged projects and partnerships that take place between UNCG and external constituents from any sector. By telling the story of mutually beneficial and sustainable relationships through scholarship, teaching, research, creative activities, and service, the Collaboratory tracks UNCG's community-engaged focus areas, activities, and partnerships at the local, state, national, and global levels. To date, the Collaboratory lists 236 UNCG faculty and staff. Two hundred projects have been collected, in which 316 community partners have been identified. One hundred six UNCG students have participated in these partnerships.

Prior to the development of the community engagement web site and database, two concurrent surveys were conducted with the Greensboro Chamber of Commerce and the Guilford Nonprofit Consortium to better understand the ways in which individuals connect to the University and for what reasons (see Nonprofit Survey Summary 09292011, Business Survey Summary 09292011, GCOC Survey Request Letter – Final, and Survey Summary FINAL). That data, along with information collected from the ECEVPAC (see UWA 2), were instrumental in informing the development of the Collaboratory and web site.

A series of four focus groups was conducted before the web site launch to solicit feedback for strategic planning to improve the functioning, marketing, and utility of the site and Collaboratory (see Focus Groups at UNCG March 29-30, 2012 and GNC Focus Group Results 6.20.12). Following the initial launch of the Collaboratory, feedback revealed that some updates were necessary. ICEE is currently seeking an external partner to develop Collaboratory 2.0 which will be expanded to include outreach and public service activities. ICEE plans for this product to be available for commercial sale to other universities by 2015.

UWA 4: Unit P&T Guidelines Revisions

Expected Outcomes

The 4.3 Strategic Plan Implementation Report dictates that UNCG will develop faculty roles, responsibilities, and rewards around engaged scholarship.
1. Implement revised P&T Guidelines that promote engaged scholarship and develop rewards accordingly
2. Monitor growth of engaged scholarship as a University priority
3. Establish and implement a recognition program for faculty/staff who participate in engaged scholarship in addition to existing research grants
4. Promote and publicize student/faculty/community teams involved in engaged scholarship
5. Establish and implement opportunities for faculty development such as a cohort program for scholars to learn about and conduct high quality community engaged scholarship
6. Establish a program to fund a faculty member designed as "Senior Community Engagement Scholar"
7. UNCG should apply for external funding to support faculty development and raise profile for engaged scholarship
8. Establish course development funding for domestic and international, short-term, faculty-led service-learning experiences

Achievement of Outcomes and Evidence of Improvement

ICEE and OLSL collaborate with academic units on the intellectual and practical tasks associated with rewarding enhanced integration of community engagement across faculty roles, including sharing resources related to defining and evaluating associated scholarship.

4.1. Implement revised P&T Guidelines that promote engaged scholarship and develop rewards accordingly
On April 28, 2010, the University-wide Promotion and Tenure Evaluation Guidelines were approved by the Faculty Senate and General Faculty to include support of community-engaged scholarship as an integrated part of the traditional realms of faculty work (see UNCG University-Wide Evaluation Guidelines for Promotion and Tenure). Since the approval of the University-wide promotion and tenure guidelines in 2010, 49 (of 62 total) departments have successfully incorporated community engagement into their promotion and tenure documentation, while departments in the School of Business and the University Libraries are currently still in the revision process (see P&T Department and Unit Revisions Aug 2013 Update). Exemplars of departments that have integrated community engagement as a core aspect of their curricula and faculty work roles include the program in Conflict and Peace Studies (see Program in Conflict Studies - Guidance for Faculty, Tenure and Promotion), the Department of Interior Architecture (see Interior Architecture Guidelines on Promotion and Tenure), and the Department of History (see Guidelines on Reappointment, Tenure, and Promotion Department of History).

The special assistant for Community Engagement and ECEVPAC members were asked to review the online promotion and tenure form to clarify how and where community-engaged scholarship activities, artifacts, and evidence are to be reported within the online submission system (see Online P&T Template Review for Community Engagement Feedback 522012). Suggested clarifications were approved by the University Promotion and Tenure Committee in 2012. The special assistant for Community Engagement also provided support for accurately and effectively reporting community-engaged faculty activities at the May 2012 promotion and tenure documentation workshop.

4.2. Monitor growth of engaged scholarship as a University priority
The special assistant for Community Engagement monitors the growth of engaged scholarship as a University priority. Since UNCG obtained the Elective Classification for Community Engagement from the Carnegie Foundation in 2008, there has been significant growth of community engagement and engaged scholarship at the University level. Examples of this growth include:

- The revision of the University-wide promotion and tenure guidelines in 2010 to include support of community-engaged scholarship (see 4a, above).
- The development of school/unit-level web-presence in recognition of the need to recognize and highlight discipline-specific community engagement activities, including the School of Health and Human Sciences (see School of Health and Human Sciences Community Engagement), School of Music, Theatre and Dance (see School of Music, Theatre and Dance Community Outreach), the Bryan School of Business and Economics (see Bryan School of Business and Economics Community & Friends), the School of Education (see School of Education Research and Partnerships), and the School of Nursing (see School of Nursing Community Engagement).
- An increase in the number of UNCG students, faculty, and staff who have received awards recognizing community engagement and engaged scholarship (see UNCG ICEE Awards and Recognitions). UNCG Chancellor Linda Brady received the Leo M. Lambert Engaged Leader Award, and graduate students in the Public History concentration won the 2013 Graduate Student Project Award from the National Council on Public History.
- The decision to focus UNCG's upcoming Quality Enhancement Plan on Global Engagement (see QEP@UNCG Global Engagement).
- The appointment of faculty member Bob Wineburg as director of Community Engagement in the School of Health and Human Sciences. He conducted a survey to obtain a data-driven picture of HHS engagement (see Report on HHS Engagement Activities Oct 3, Question on the Survey, and Gmail - Dean's Update HHS Community Engagement).
- The appointment of UNCG's special assistant for Community Engagement and associate vice chancellor for Economic Development as co-chairs of the UNC system-wide initiative to develop metrics for community engagement and economic development for all 16 UNC campuses. The final metrics report is slated for approval in August 2013 (see CE ED TRIAL METRICS (long version Jan. 7, 2013)).

4.3. Establish and implement a recognition program for faculty/staff who participate in engaged scholarship in addition to existing research grants
A formal program to recognize faculty/staff who participate in engaged scholarship has yet to be implemented. The OLSL and ICEE assist faculty members who participate in engaged scholarship in applying for local and national recognitions and work with University Relations and other University media outlets to publicly recognize their efforts (see American Democracy Project honors Janke with National Award for Emerging Leaders).

Members of the UNCG community have also been recognized nationally for their work in and commitment to community engagement. For example, in 2012 the special assistant for Community Engagement received the John Saltmarsh Award for Emerging Leaders in Civic Engagement from the American Association of State Colleges and Universities. In 2011, UNCG's Chancellor Linda Brady was awarded the inaugural Leo M. Lambert Engaged Leader Award at North Carolina Campus Compact's 10th annual Civic Engagement Institute, where associate professor

Spoma Jovanovic (Communication Studies) also received the Robert L. Sigmon Service-Learning Award.

4.4. Promote and publicize student/faculty/community teams involved in engaged scholarship

ICEE and OLSL promote and publicize student/faculty/community teams involved in engaged scholarship through the Community Engagement Collaboratory and communityengagement.ung.edu, where all documented community-university partnerships are centrally and publicly viewable and searchable. A number of partnership stories have been published by ICEE and used as examples in presentations to both internal and external constituencies at the local and national level (see UNCG Culture of Engagement, UNCG Final Metric Area 5 GK12, UNCG Final Metric Area 5 SEAC, UNCG Final Metric Area 5 Middle College, UNCG Final Metric Area 5 BUBBS, UNCG Final Metric Area 5 GO Center, and Community Asset Map Research Stories 01.31.13b).

The Office of Undergraduate Studies, OLSL, and ORED co-sponsor and promote ten community-based research grants ($4000 each) annually (see Office of Leadership & Service-Learning Community-Based Research Grants). The community-based research grants support proposals that represent collaborative partnerships among community partner, student, and faculty teams, and present their findings to a broad campus audience at public presentation sessions (see CBR History 2006-2012-2, and Community-Based Research RFP 2011-1). More details can be found in discussion about UWA 6.

UNCG's Center for New North Carolinians (CNNC), a center in ORED, supports and promotes a Research Fellows program, in which academics and community-based professionals undertake special research projects to study, analyze, and disseminate social science research related to the integration process of immigrants in the state of North Carolina. CNNC Research Fellows seek equitable representation of immigrant colleagues and community representatives research interests and goals and meet periodically during the academic year. They develop their individual research project designs in consultation with colleagues, provide peer critiques through a list serve and bimonthly planning and feedback sessions, participate in related professional and academic conferences, make formal presentations of their research findings at CNNC sponsored conferences at UNCG and elsewhere, sometimes submit collaborative proposals, and further disseminate their research through additional publications and presentations as appropriate (see Center for New North Carolinians Research Fellows).

4.5. Establish and implement opportunities for faculty development such as a cohort program for scholars to learn about and conduct high quality community engaged scholarship

A number of faculty development opportunities related to community engagement and engaged scholarship have been offered at UNCG:

- From 2009-2013, nine nationally renowned practitioner-scholars engaged over 700 members of the UNCG community in over 40 small group discussions, plenary sessions, workshops, and meetings (see UNCG Community Engagement Speaker

Series). Speakers facilitated discussions on key aspects of engagement, including: capacity development for engaged teaching, learning, research and creative activity; expansion of policies, structures, and paradigms to support engagement; and alignment of institutional and community priorities through engagement (see Speaker Series Poster 2.6.12, Kermit Bailey Notes, Speaker Series Report 3.12.12, Cumulative Survey Analysis 2012, and Hillary Kane Notes – FINAL).

- In 2010, the OLSL (in partnership with ORED, Office of the Provost, Office of Undergraduate Studies, Faculty Senate, and the School of Education) brought Amy Driscoll (Senior Scholar at Portland State University Partnership Initiative; Consulting Scholar with Carnegie Foundation for the Advancement of Teaching; and Visiting Scholar with New England Resource Center for Higher Education) to campus to discuss issues related to promotion and tenure with UNCG faculty. Driscoll delivered a keynote address and workshops related to faculty roles and rewards, and especially, promotion and tenure criteria, policies, and processes (see Scholarship of Engagement From Tradition to Transformation - Powerpoint #1, Role of Department Chairs Supporting Faculty and Engaged Scholarship - Powerpoint #2, Departmental Role in Review and Evaluation of Faculty Scholarship - Powerpoint #3, and UNCG Next Steps to Sustaining Community- Engaged Scholarship - Powerpoint #4). Driscoll also facilitated discussions related to engaged promotion and tenure with deans, department chairs, and faculty across disciplines.

- In May 2011, UNCG collaborated with Portland State University (PSU) and the Guilford Nonprofit Consortium to host a local "virtual hub" of PSU's International Institute on Partnerships (see Portland State Center for Academic Excellence 2011 IIP Program & Schedule). In this model, UNCG collaborated on civic engagement with the Guilford Nonprofit Consortium to convene community and academic partners around the shared interests of refugees, immigrants, and homelessness. During the day-long Institute Hub meeting, Greensboro participants connected with participants attending the IIP meeting in Portland and another hub site to discuss the key elements of successful partnerships. The majority of the day, however, was devoted to providing space for community and academic members to talk about local community concerns and to begin to identify a shared project to address those concerns. To demonstrate the University's commitment to community-based research and problem solving, a research grant was provided by three UNCG offices for community-based research projects that resulted from this Institute (see Community-Based Research RFP IIP UNCG Hub Meeting).

- In June 2011, the special assistant for Community Engagement facilitated the participation of a team of UNCG's executive leadership (including the Provost and Executive Vice Chancellor (Provost), vice chancellor for Research and Economic Development, associate vice chancellor for Economic Development, assistant vice chancellor for Student Affairs, the dean of the College of Arts and Sciences, and the dean of the School of Health and Human Sciences) in the Engagement Academy for University Leaders, sponsored by the Center for Organizational and Technological Advancement at Virginia Tech (see Engagement Academy Prep Mtg 1 EMJ, Engagement Academy Prep Mtg 2 EMJ, and Engagement Academy Prep Mtg 3 KDB). The program was designed for executives that have the ability to influence or participate in planning activities that develop strategic engagement operations and policies and those responsible for developing institutional capacity for community engagement.

- In September 2012, ICEE facilitated a five-day, intensive series of conversations and workshops for faculty serving on department-, unit-, and University-level promotion and tenure review committees, as well as for academic deans and executive leadership. Discussions revealed that faculty were struggling to move from policy to practice as it relates to community-engaged scholarship, allowing ICEE to identify the challenge of helping faculty move past that hurdle.

- In 2012-2013, the OLSL hosted a Service-Learning Faculty Learning Community, in which 14 faculty met monthly to discuss service-learning experiences and opportunities (see Service Learning LC Notes). The OLSL also hosted individual service-learning workshops for Honors Colloquium Instructors and for Grogan College residential community instructors, as well as a service-learning 101 workshop for graduate students (see Service-Learning 101 Grogan).

- To assist those interested in community-based scholarship and practice, the special assistant for Community Engagement in ORED created a library of scholarly resources on partnership and engaged scholarship and promotion and tenure (see UNCG Community Engagement Scholarly Resources). The OLSL maintains a resource library for faculty interested in teaching a service-learning course or international service-learning course at UNCG. Information about the principles of service-learning and teaching a service-learning course (including partnership development, syllabi, and reflection, and other materials) is available to faculty on the OLSL's web site (see UNCG Office of Leadership & Service-Learning Service Learning Overview, and UNCG Office of Leadership & Service-Learning Resources for Developing a SVL Course).

- Each year UNCG hosts a Lilly Conference on College and University Teaching, a retreat that combine workshops, discussion sessions, and major addresses with opportunities for informal discussion about excellence in college and university teaching and learning. The Lilly Conference hosts a service and experiential learning track for presenters and encourages faculty to share their case studies and research with other conference participants (see Lilly Conference [08]).

- Monetary support, mentoring, and professional development were offered for faculty to attend national and regional conferences and association annual meetings related to community engagement and partnership development, including Imagining America, the International Association for Research on Service-Learning and Community Engagement (IARSLCE), Pathways to Achieving Civic Engagement (North Carolina Campus Compact), the National Outreach Scholarship Conference, the Lilly Conference, the American Democracy Project, the Gulf South Summit on Service-Learning, Campus-Community Partnerships for Health, and the International Institute on Partnerships. UNCG has an institutional membership with Imagining America, the American Association of State Colleges and Universities, Campus Community Partnerships for Health, and North Carolina Campus Compact (see Faculty, Staff, Student Conference Presentations).

- ICEE offers partnership consultations to faculty interested in partnering with community colleagues for the purposes of research, teaching, or service (see Consultation Template Worksheet, Terra Cotta Consultation, and UNCG Mail - Women's and Gender Studies, and Community Engagement). ICEE helps faculty interested in a particular area of scholarship connect with appropriate organizations or individuals in the community that might benefit from working with the University.

Since 2009, OLSL and ICEE have been collecting faculty surveys at Speaker Series events that ask a series of questions about the extent to which faculty feel able/prepared to define, engage in, mentor, and evaluate various forms of community-engaged scholarship (teaching, research/creative activity, service), as well as to identify appropriate resources and community partners. To date, OLSL and ICEE have collected 211 surveys. An important finding of the most recent round of surveys (administered September 2012 to faculty participating in the Documenting and Evaluating the Mosaic of Faculty Scholarly Talents and Contributions) showed that approximately 75 percent of all respondents (N=84) felt "not able/prepared" or only "somewhat able/prepared" to assist or mentor a colleague to develop (70%) or document (77%) community-engaged scholarship, or to evaluate and assess the quality of community-engaged scholarship (teaching = 75%; research/creative activity=68%; service=75%). This corroborates the analysis of the eight faculty dialogues in which faculty reviewers revealed that they do not feel fully prepared and skilled to fairly and accurately assess community-engaged scholarship. The feedback forms of the speaker sessions confirm the efficacy of their presentations with regards to helping faculty and administrators understand community engagement, and making them want to learn more about community-engaged scholarship. Additional responses showed the need and desire for further professional development. These findings support ICEE recommendations to further faculty development in the area of community–engaged scholarship in promotion and tenure guidelines, practices, and decisions.

After the 2011 Speaker Series was complete, the special assistant and the Visiting Scholar authored Excellence in Community Engagement and Community-Engaged Scholarship: Advancing the Discourse at UNCG (Vol. 1). This publication provided a list of core terms and definitions related to community engagement, an overview of the 2009- 2011 Speaker Series, and a list of ten recommendations created from emergent themes of the dialogues generated by the speaker series. After evaluation and analysis of the conversations that took place during the series, ICEE invited Timothy Eatman, assistant professor of higher education at Syracuse University and research director at Imagining America, to visit campus in the fall of 2012 to speak about the nexus of engagement with diversity, retention, and student success. As a result of Dr. Eatman's visit, the special assistant for Community Engagement was invited to join the Chancellor's Advisory Committee on Equity, Diversity and Inclusion as a formal mechanism for continuing joint efforts that attract and retain diverse faculty, staff and students through supporting and enacting community-engaged scholarship and service.

In 2013-2014 continued dialogues with faculty will be scheduled to help faculty identify, evaluate, and document community-engaged scholarship (see Follow-up Letter Recognizing Mosaic of Faculty Talents). ICEE and OLSL have continued to build programs, networks, and systems to achieve its stated areas of responsibility, in such areas as Quality Enhancement Plan participation, the Faculty Teaching and Learning Advisory Board, and the Achieve Guilford Character Development Initiative (a service-learning partnership with Guilford County Schools) (see OLSL Annual Report 2012-2013).

After the "virtual hub" meeting of PSU's International Institute on Partnerships, several community meetings involving over a dozen community and University participants subsequently led to the development of the "Mapping a Collaborative: Development of a Community Asset Map for Guilford County Refugee and Immigrant Services" project, a county-wide directory of refugee and immigrant services (see Sills CBR Asset Mapping 2012). Six faculty members from five different departments, eight graduate and undergraduate students, and ten nonprofits and community coalition-building groups contributed to the development of an easy-to-use, Online Resource Directory and Resource Map for individuals, families and service providers.

As a result of UNCG's official institutional linkage to a number of national associations and organizations (see above), faculty, staff, students, and community colleagues have participated in and presented at conferences. A number of faculty, staff, and students have presented at these national and regional events. For example, Patrick Lee Lucas and Travis Hicks (Interior Architecture department) led a collaborative seminar on community engagement in design at the 2012 Imagining America Annual Conference [09]. Faculty members have also taken on roles as campus liaisons to national associations (Patrick Lee Lucas, UNCG liaison to Imagining America, and Spoma Jovanovic, UNCG liaison to the American Democracy Project).

4.6. Establish a program to fund a faculty member designed as "Senior Community Engagement Scholar"
OLSL hosted both a service-learning faculty fellowship and a senior scholar position to promote faculty development and the scholarship of engagement by integrating community outreach with teaching, scholarship, and service. In 2009-2010, Sherrill Hayes served as the service-learning faculty fellow, conducting a study of community-engaged faculty at UNCG (see Impact Summary of SVL Faculty Fellowship 2009-2010). In 2010-2011, Patrick Lee Lucas served as the service-learning faculty fellow, revising the promotion and tenure guidelines of the Interior Architecture department for other departments to use as a guide for adaptation/revision in their own departments (see Patrick Lee Lucas Blogspot [10]). From 2010-2012, ICEE hosted a visiting scholar, Patti H. Clayton, who helped facilitate and advance conversations and plans related to UNCG's excellence in community engagement. ICEE is currently hosting a senior scholar, Barbara Holland, who is advising executive leadership and assisting with the redevelopment of Collaboratory 2.0 (see UNCG Community Engagement About [11]).

4.7. UNCG should apply for external funding to support faculty development and raise profile for engaged scholarship
This activity has yet to be formally activated. On a regular basis, the OLSL and ICEE aggregate announcements from various local, regional, and national groups that offer funding or other opportunities for engaged scholarship and community engagement more broadly. Announcements are collected through the Imagining America listserv, the National Corporation on Community Service's higher education service-learning listserv, the North Carolina Campus Compact listserv, and the IARSLCE graduate student network listserv (among others) are sent out via the OLSL's service-learning faculty listserv and the public scholarship graduate network listserv (see Announcements 032811 EMJ). Individually-targeted emails are also often sent out by the special assistant and her team in ICEE, who are connected to scholars and institutions in the field. Information on external funding opportunities is also shared via both the OLSL and ICEE's web sites.

As a result of feedback received from the service-learning course development grants, the OLSL has decided to integrate these grants into ongoing professional development and now offers the grants as part of the Service-Learning Faculty Learning Community (see May Institute Assessment Results).

4.8. Establish course development funding for domestic and international, short-term, faculty-led service-learning experiences
OLSL offered course development grants for faculty interested in developing service-learning courses both domestically and internationally (see International Service Learning Grant Announcement, and Faculty Resource List 2008). These grants have evolved to be offered as part of the Service-Learning Faculty Learning Community. The OLSL also offers

workshops for faculty interested in re-developing their courses as service-learning courses (see Embedding Service-Learning in Curriculum – Powerpoint).

UWA 5: Office of Sponsored Programs Support

Expected Outcomes

The 4.3 Strategic Plan Implementation Report dictates that the UNCG Office of Sponsored Programs (OSP) shall identify and manage external funding opportunities for engaged scholarship and shall develop means to help faculty apply for and garner funds for such activities.

1. Develop program using internal funds to develop faculty expertise in community-based research
2. Promote and support means for interdisciplinary faculty and community partner teams to apply for external funding related to engaged scholarship

Achievement of Outcomes and Evidence of Improvement

The Office of Sponsored Programs (OSP) meets regularly with faculty who are interested in obtaining external funding, and emails faculty regularly involved in research (see UNCG Mail - AHRQ Partnerships in Implementing Patient Safety II, UNCG Mail - Disney and KaBOOM! Imagination Playground in a Cart Grant, UNCG Mail- Grant to Support Community Sustainability Environmental Stewardship Projects, and UNCG Mail – NSF Endangered Languages opp). The special assistant is also available to advise faculty interested in obtaining external funding related to community engagement and engaged scholarship and develops relationships with external and local foundations for funding (see SOE Weaver Foundation). Recently the Department of Educational
Research Methodology proposed a partnership with the Guilford Nonprofit Consortium to host an evaluation academy for local nonprofit organizations. The special assistant connected the department with the Weaver Foundation and
Community Foundation of Greater Greensboro to discuss possible ways to fund this endeavor.

In February 2013 ICEE collaborated with OSP to host a funding workshop entitled "Proposal Development – Easy as P.I.E." The workshop covered the process of proposal development and offered strategies and skills required to successfully develop and submit competitive corporate, foundation, state and federal proposals. Emphasis was placed on proposal development and program sustainability through partnerships (see UNCG OSP Proposal Development - Easy as PIE Presentation Description).

In April 2013, ICEE collaborated with OSP to host a faculty roundtable entitled "Collaborations and Partnerships – Not Just a Response to an RFP." (see UNCG Mail - Round Table Chat Wednesday April 10th, and Partnerships & Funding Roundtable) The roundtable provided a space for faculty to discuss how to find partners to collaborate with on grants while honoring the principles of community engagement.

UWA 6: Training, Support, and Assessment for Student Leadership in Community Engagement

Expected Outcomes

The 4.3 Strategic Plan Implementation Report dictates that UNCG will explore expansion of opportunities for students in engaged scholarship, civic responsibility, and community service in and out of the classroom.

1. Establish funding for stipends and a cohort training program for undergraduate and graduate students to do community-engaged research/scholarship
2. Establish funding for stipends and a cohort training program for teaching assistants to develop, implement, and assess community-based teaching strategies, including, but not limited to, service-learning and community-based research
3. Establish an award for undergraduate and graduate students for demonstrated excellence in community-engaged scholarship
4. Track and assess student experiences and leadership in the community (curricular and non-curricular activities) and enter into database
5. Assess leadership development through community engagement
6. Establish funding to support student international travel on short-term, faculty-led, community-based research experiences

Achievement of Outcomes and Evidence of Improvement

With leadership from OLSL and ICEE, UNCG identifies and maintains a comprehensive set of programs to train and support undergraduate students to develop their leadership skills through service in the community, and supports graduate students in the pursuit of community-engaged activities while earning advanced degrees.

6a. The Office of Undergraduate Studies, OLSL, and ORED co-sponsor ten community-based research grants ($4000 each) annually (see CBR History 2006-2012-2, and Community-Based Research RFP 20111-1). The community-based research (CBR) initiative grant supports proposals that represent collaborative partnerships among community partner, student, and faculty teams. Projects advance the development of community partner capacity and student learning through the high impact practice of undergraduate research, and facilitate the evolution of faculty scholarly identity as it relates to community-identified needs. The goal of this community-based research grant is to support the agenda of each team member while simultaneously grounding the process in mutual development of all three entities. As an example, a 2007-2008 grant for "Bringing Us Bus Benches and Shelters" (BUBBS) engaged students at a local high school in policy and civic literacy discussions; this venture has since led to building a physical bus shelter in downtown Greensboro.

As another example, a faculty member in Sociology was given a grant in 2011-2012 to develop a community asset map for Guilford County Refugee and Immigrant Services; he worked with two community groups to identify where service providers for immigrants and refugees are located. Each of these grants seeded larger community initiatives that have actionable impacts. A community-based research network supports those engaged in community-based research (formally through the grant program, or informally) by opening space to share strategies, resources, and experiences related to conducting research that takes place in community settings, involves community members in the design and implementation of research projects, and serves a community-identified purpose or need.

Support for community-based research, teaching, and service is also made available to graduate students through the Public Scholarship Graduate Network (PSGN), which offers funding and professional development opportunities related to community engagement through the Graduate Student Association (GSA) (see PSGN Info Flyer, PSGN notes 9.7.11

and 9.8.11, CBR Flyer 2013, and PSGN Webinar Flyer). GSA has awarded PSGN fund grants of up to $400 to graduate students engaged in public scholarship.

6b. The Graduate School offers Preparing Future Faculty (PFF) program, which is designed for currently enrolled, degree seeking graduate students who plan to pursue an academic career as teaching faculty. Service- Learning workshops were offered through the PFF program by the OLSL.

6c. The Division of Student Affairs offered a variety of funding to support undergraduate students interested in leadership and community service. The Georgia Cooper Moore Service Leadership Award ($2,500 each, 2 awards given annually) is awarded to rising seniors with solid academic performance and a demonstrated commitment to service to the University or with the community-at-large and a record of accomplished leadership in service to others. The James H. Allen Student Leader Scholarship (one $1,500 award, given annually) is awarded to full-time rising seniors who distinguished themselves as student leaders during their first three years at UNCG. The Pamela A. Wilson Memorial Scholarship (one $750 award, given annually) is awarded to rising sophomores, juniors, or seniors who 1) distinguish themselves as mentors to fellow students or members of the greater community; 2) demonstrate consistent interest and involvement in community-based service and leadership, with particular focus on advocacy for social justice; and 3) distinguish themselves by addressing multicultural issues and the advancement of cultural understanding among peers and others. In 2011-2012, OLSL awarded the first Phillips-McCracken Service and Leadership Fund Scholarship (one $1,000 award, given annually). This scholarship is awarded to a student who demonstrates a commitment to service through involvement in an OLSL community engagement program.

National and international scholarship opportunities are also provided through OLSL and ICEE for graduate and undergraduate students to attend community engagement conferences. Each year the OLSL pays the registration fees for students to attend the North Carolina Campus Compact Conference, Pathways to Achieving Civic Engagement. In 2011, two graduate students were awarded scholarships to attend the IARSLCE Conference from both UNC Greensboro and from IARSLCE itself. Another graduate student was awarded the national Publicly Active Graduate Education (PAGE) Fellowship because of her involvement with Imagining America (see 2011–2012 PAGE Fellows Imagining America); she also participates in the association's research Collaboratory "Assessing the Practices of Public Scholarship."(see Update to Chancellor Brady 1.4.12, and Research Team Imagining America).

6d. The OLSL offered a variety of programming to support the development of undergraduate and graduate students' leadership skills, including Leadership Challenge, Semester of Service, Service-Learning Reflection Leaders, Service Trip Coordinators, and the Community and Civic Engagement Fellows, among others.

- The OLSL oversees the service-learning course designation for UNCG. Service-learning provides an opportunity for colleges and universities to enhance learning by engaging in activities that are driven by community needs (see List of SVL Courses by Semester Taught). In 2012-2013, 1232 students participated in service-learning courses, and 10 student reflection leaders were paid and trained by OLSL to assist professors in leading reflection with students in service-learning designated courses.

- The Community and Civic Engagement Fellows (CCEFs) (formerly Peer Council) are student volunteer leaders based out of the OLSL (see Office of Leadership & Service-Learning 2012-2013 Fellows). CCEFs are dedicated to bringing community service,

issue awareness, and advocacy opportunities to the UNCG campus. Fellows propose their own project or apply to lead a standing project. Depending on their nature, projects are led individually or by a team of two students. Fellows serve for a full academic year. In 2012-2013, 11 Fellows partnered with the Center for New North Carolinians, Northeast Guilford High School (Guilford County Schools), Joseph's House, Second Harvest Food Bank of NW NC, and Triad Health Project.

- The OLSL and Housing and Residence Life (HRL) oversee the Make a Difference House (MADH), a freshman-sophomore Living Learning Community that focuses on volunteer work to create positive change in the Greensboro Triad community. MADH is devoted to helping its participants become active citizens through education, service learning, volunteerism, and personal responsibility to the community. MADH is open to students of all academic majors who are interested in making a difference in their community and sharing their passion for service. Through enrollment in joint courses, as well as participation in weekly meetings, service projects, and campus activities, students gain practical hands- on experience, while developing meaningful relationships with other participants and gaining an understanding of how they can make a difference in the world.

- The OLSL sponsor multiple service trips each year during Winter Break (January), Spring Break (March) and in May. Service trips immerse students in regional communities and engage them in direct service that promotes education of social and environmental issues. Students reflect on their experiences and are challenged to grow personally and become active citizens. Each service trip is coordinated by a pair of undergraduate students who are trained to plan, facilitate, and lead these week-long service experiences. Service trip coordinators create opportunities to explore various issues, including homelessness, domestic violence, social/environmental impacts of coal mining, disaster relief, HIV/AIDS, among others. In 2012-2013, 92 students and 11 student service trip leaders participated in service trips.

- The OLSL oversees the ADVANCE (AmeriCorps Dedicated to Virginia and North Carolina Children Excelling) program, an AmeriCorps education award program engaging North Carolina and Virginia college students as mentors. In North Carolina, ADVANCE partners with Communities in Schools. For the 2011-2012 school year, eight (8) UNCG students served as mentors at Dudley High School in Greensboro through our community partner, Communities In Schools (CIS) of Greater Greensboro.

- One-time community engagement opportunities create entry points to service for many students, as well as provide opportunities for exploration of interest areas (see Office of Leadership & Service-Learning Service & Social Justice Events):
  - Spartan Service Day (organized by the OLSL) is a part of UNCG's "Rawkin' Welcome Week," organized through the Office of New Student and Spartan Family Programs. This week is designed to welcome first-year students to campus and to introduce them to the opportunities available in the UNCG and Greensboro communities. Spartan Service Day encourages students to become involved through community service. In past years, UNCG has partnered with the Friends Home of Guilford, Welfare Reform Liaison Project, Servant Garden, and Cove Creek Gardens, among others, providing a wide range of opportunities for student interest and community involvement. In 2012-2013, 132 UNCG students participated in Spartan Service Day.

- OLSL organizes a Saturday service program, serveGSO, which provides opportunities for UNCG students to engage in organized service projects throughout the Triad during the academic year. Forty-four students participated in ServeGSO projects in 2012-2013.
- UNCG participates in the federally-legislated national day of service that takes place on Martin Luther King, Jr. Day. The purpose is to take a day off and make it a day "on," engaging students in service in honor of Dr. King. In 2009, UNCG hosted a "Read-In" that brought young children and their families to campus to participate in various literacy-focused activities. In 2010-2012, the OLSL organized numerous community service options that allowed campus community members to serve off-campus. In 2012-2013, 68 students participated in the Martin Luther King Jr. Day of Service.
- The OLSL's AmeriCorps VISTA implemented Hunger and Homelessness Awareness Week ("Stop Hunger Now"), and developed hunger and community gardening-related resources and strengthened relationships with community partners addressing food insecurity (e.g., the Interactive Resource Center). 111 students participated in activities during Hunger and Homelessness Awareness Week.

- Empty Bowls, a collaborative effort between OLSL, Campus Activities and Programs, Multicultural Affairs, and the Make A Difference House Living-Learning Community, served to raise awareness and educate the campus community on issues of hunger and homelessness. Early in the spring semester, campus volunteers painted and fired ceramic bowls; later in the spring, the bowls were sold filled with warm soup. The bowls serve as a reminder that there are always "empty bowls" in the world. Service and educational opportunities focused on hunger and homelessness were presented. Funds raised from the sale benefited a local organization (Greensboro Urban Ministry) working to address hunger and homelessness issues in Greensboro.

- The OLSL oversees the IMPACT (RPM 201) program, which is exclusively for freshmen, sophomores, and first semester transfer students, and is designed to prepare students for leadership roles at UNCG. IMPACT consists of in-class sessions where students hear speakers, participate in activities and dialogue based on required readings, explore connections between leadership and service, and practice collaborative learning. Each group of IMPACT students attends a weekend retreat, where participants learn about themselves and their role within a group. Each IMPACT group also completes a community service project during the semester, which is designed to connect students with the local community as they learn leadership skills to affect change.

- Semester of Service (SoS) is a year-long experience that integrates community service and leadership development at one of two community sites. UNCG students serve at these sites over the course of a semester. The Black and Latino Young Achievers program provides support, college preparation, guidance, and leadership development to Greensboro-area 8th-12th graders. Led by the OLSL, the Young Achievers program is a collaborative effort between the Greensboro YMCA, the Center for Creative Leadership, and other local colleges and Universities. As SoS volunteers, UNCG students are trained to mentor "family groups" of approximately 6 students each on community building, leadership, and making the transition into college. Each college-age mentor partners with an adult mentor and the two of them work with the same students throughout the academic year. Mentors in the Black and Latino Young Achievers program participate in mentor training, monthly mentor prep sessions, and work with their mentor family-group one Saturday a month.

- UNCG students also volunteer at the Greensboro's Children's Museum's Edible School Yard program (ESY). Volunteers in the ESY program serve as docents (a knowledgeable guide) who host guests during their visit to the School Yard. They provide tours, answer questions, and facilitate the experience. SoS volunteers also serve as interns. Typical internships include serving as a teacher's assistant, helping with field trips, assisting with weekend programs, etc. ESY participants learn about leadership through attending two group coaching and reflection sessions each semester. At these sessions participants learn leadership skills and reflect on what they learned about themselves and their community through their service at ESY.

- The Leadership Challenge Program offers all UNCG students leadership education, training, and development through curricular and co-curricular experiences that assist students in the development of leadership skills, gaining 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. Students engage themselves, others, and the future utilizing UNCG's Eight Leadership Competencies: Self-Awareness, Relationship Development, Task Management, Creative Visioning, Effective Communication, Diversity, Community Engagement, and Ethics. The Leadership Challenge Program has experienced exponential growth throughout the 2012-2013 academic year, increasing by 72% in overall enrollment, from 276 enrolled in 2011/12 to 474 in 2012/13.

At the end of each academic semester, the OLSL administers a service-learning course survey to provide course- and institutional-level data to aid in faculty teaching these service-learning courses and to help OLSL better understand how service-learning affects UNCG students. In the questionnaire, students are asked to respond to a series of questions about their experiences within the service-learning class, as well as their attitudes towards service, using a 5-point Likert scale. The responses to the multiple choice survey items were grouped into six categories: academic enhancement; community involvement, benefit, and awareness; efficacy and responsibility for learning; self-awareness; planning and communication; and service-learning as a learning strategy. An open-ended question was also included at the end of the survey to capture qualitative data that would lend additional insight to participants' experiences in their service-learning courses. Individual course results are returned to each service-learning instructor, and aggregate data and suggestions for best practices are sent to all instructors. The OLSL uses the data to assess impact and effectiveness for future planning, resource allocation, and internal and external reporting.

Overwhelmingly, respondents report their service-learning experiences were positive, as shown in their responses to survey items and in the open-ended portion at the end of the survey. For example, from 2010-2012, the majority of students surveyed believed their community work helped them learn how to plan and complete a project (47% agree; 30% strongly agree), enhanced their leadership skills (46% agree; 37% strongly agree) and their ability to communicate ideas in a real world context (48% agree; 37% strongly agree). Detailed examples of comprehensive survey results from service-learning course surveys are available (see SVL Survey Report F2009).

At the end of the spring semester, CCEF's non-standing projects are evaluated as potentially ongoing projects based upon sustainability and campus interest (see Garden Plot Manager Evaluation 2011, CEF Sample Service Reflections 2010-2011, and CEF Sample Pre-Service Reflections 2010-2011). Student reflections suggested that participants gained valuable leadership skills from their service, including managing uncomfortable situations, navigating conflict, and balancing time and communication. Data collected from this survey was used

to inform the CCEF program and assess the compatibility of partner organizations to the program.

Pre- and post-surveys collected from students involved in the Make A Difference House program revealed students' understanding and awareness of the learning community, goals, self-reported leadership qualities, importance of characteristics related to service (see SAF HRL MADH and LEAD Retreat Survey Spring 2010 with Notes, SAF HRL MADH Survey 2010-2011, and SAF HRL MADH Survey Fall 2010). This information helps adjust programmatic and curricular components of the MADH learning community each year.

Students participating in service trips through the OLSL are given evaluations to determine their satisfaction with the experience and to assess leadership qualities and learning outcomes. Students are asked questions relating to teamwork or sense of community, communication, accomplishments, and preparatory interactions before the trip. This information is used to improve Service Trip experiences each year (see SAF OLSL Service Trips Assessment Differently Ables 2011-2012, SAF OLSL Service Trips Assessment Organic Farming 2012, SAF OLSL Service Trips Assessment Homelessness 2012, SAF OLSL Service Trips Assessment 2009-2010).

Students involved in the Semester of Service program through the Black and Latino Young Achievers Program and the Edible Schoolyard at the Greensboro Children's Museum are assessed using an impact report (see SAF OLSL OMA Young Achievers Youth Survey Summary 2009-2011). Assessments are based on the number of youth reporting behavior change, skills improvement, and/or reduction in risk behaviors as a percentage of the total number completing both pre-program and post- program surveys.

6e. The OLSL administers a number of leadership assessments. Some assessments are outcomes-based programmatic assessments. The OLSL formally assesses student leadership development through the Leadership Challenge program (see above). Surveys are administered at the end of each Leadership Challenge workshop, and collect information on program satisfaction and measure learning outcomes identified with the program at each level (bronze, silver, and gold). Survey feedback identified that some Leadership Challenge learning outcomes were not being clearly developed; as a result, the OLSL reevaluated the workshop curriculum and strengthened the leadership framework, integrated emotional intelligence leadership, and strengthened the experiential learning and reflective practice components throughout all 5 workshops. Continued assessment of the Leadership Challenge program will continue in the 2013-2014 academic year to determine whether or not these changes were successful.

The OLSL also administers a number of individual developmental, personality, and clarification assessments. These assessments focus on individual student growth and leadership development, and are not used in programmatic outcome-based assessment.

   a) The Meyers Briggs Type Indicators (MBTI) personality assessment was designed to be an in-depth introduction to personality type. In 2012-2013, 473 MBTI assessments were administered by the OLSL to graduate and undergraduate students.
   b) Values clarification sorts and values worksheets are self-assessments used with students in workshops to help students identify their personal values. In 2012-2013, 474 values clarification sorts and values worksheets were completed, which has increased from 276 completed in the 2011-2012 academic year.
   c) Leadership philosophy statements are used with students in workshops as a means to guide students through self-reflective practice. Students craft a leadership

philosophy outlining how they wish to express their leadership style. In 2012-2013, 474 leadership philosophy statements were crafted by students.

d) Leadership development plans focus on a leadership goal students wish to accomplish. The plan outlines the actionable steps necessary to reach their goal. In 2012-2013, 52 leadership development plans were implemented, which has increased from 32 plans implemented in the 2011-2012 academic year.

e) Leadership service-learning projects are the capstone projects for the Leadership Challenge Program. Students implement a leadership project based on the following 3 elements: personal and professional aspirations, personal leadership style, and a community need. In 2012-2013, 9 leadership service-learning projects were launched, which has increased from 2 projects launched in the 2011-2012 academic year.

The OLSL maintains a list of courses that have a leadership component to them and helps students develop leadership skills and capacity (see Office of Leadership and Service-Learning Leadership-Related Courses). It also offers a variety of professional development workshops related to leadership (see Office of Leadership & Service-Learning Leadership Development Resources).

UWA 7: Community Fellow Program and Awards

Expected Outcomes

The 4.3 Strategic Plan Implementation Report dictates that UNCG will:

1. Establish position of "Community Fellow"
2. Recognize work of community partners through system of rewards

Achievement of Outcomes and Evidence of Improvement

The OLSL oversaw the Community Fellows program in the 2010-2011 academic year. Funded through a grant from The Community Foundation of Greater Greensboro, the UNCG Community Fellows project sought to define best practices of partnership and/or a model for community-university partnerships through the implementation of an identified organization-based project. Two Fellows from member agencies of the Guilford Nonprofit Consortium (Liz Seymour of the Interactive Resource Center and Eric Gladney of Operation Homework), were selected during implementation. The Interactive Resource Center's project sought to "better understand the peer-to-peer model of the IRC and offer it as a possibility for a way to run an organization to other homeless service providers, and to produce a document to share with funders and/or potential funders." Operation Homework's project aimed to "develop a strategic marketing and sustainability plan." Each Fellow identified a University partner (Dr. Elizabeth Chiseri-Strater from the English Department; Dr. Joy Bhadury from the Bryan School of Business and Economics) with whom to work on their respective projects, while OLSL ensured project work plan fulfillment. The nonprofit organization of each Fellow received $1000 and the academic department of each University partner received $500 to compensate for their time and efforts. Project outcomes are detailed in the Community Fellows Final Report.

Each year, the OLSL hosts a Community Partner Appreciation Breakfast to celebrate partnerships that foster greater community engagement. Partners are invited to campus to be recognized for their collaborations and to share in dialogue with UNCG faculty, staff, and students to improve and influence future directions in engagement at UNCG.

Surveys were collected at each Community Partner Appreciation Breakfast to gain feedback from community colleagues on their experiences with UNCG faculty, staff, and students. Data from these surveys is used each year to understand the ways in which OLSL is supporting community organizations and what kinds of opportunities community partners would like to have in the future. (see SAF OLSL Community Partner App Bfast Evaluation 2012, and SAF OLSL Community Partner App Bfast Evaluation 2010).

The OLSL also hosts an annual Volunteer and Service-Learning Fair, which formally recognizes community organizations in partnership with UNCG. The Fair is a time of sharing and networking, providing community colleagues the opportunity to share the mission and needs of their organization, encourage faculty to participate in service-learning classes, and encourage students to volunteer. The Fair also provides the space for the OLSL to formally recognize and reconnect with its community partners, and encourages continued collaboration (see Volunteer Fair Report 2010, and Volunteer Fair Report 2011E).

Changes to the Volunteer and Service-Learning Fair have been made based upon community partner feedback beginning in 2011: the location of the event was changed to a higher traffic area on campus (now located on College Avenue versus the Fountain), additional parking has been secured near the event - which is especially useful for community partners with mobility issues. The student role of "community partner hospitality volunteer" was created to ensure that each community partner is offered plenty of water/healthy snacks while participating, and an indoor space (EUC Cone Ballroom) is now reserved in the case of inclement weather - including excessive heat. For the upcoming year, OLSL plans to do post-event follow-up with participating community partners to determine the volunteer yield from this event, something that has not been done in previous years.

ICEE offers consultations to community colleagues interested in partnering with faculty, students, or staff at UNCG. The special assistant and her team help to identify the needs, assets, and timelines of community members, and connect them to an appropriate University member who may be able to work with the partner on a question, problem, or concern. In 2011, ORED hosted the local hub meeting of the International Institute on Partnerships (see UWA 4, above).

For more information on programs for community colleagues, see Strategic Plan Goal 3.4.2 (continuing education/service programs).

UWA 8: UNCG Campaign

Expected Outcomes

The 4.3 Strategic Plan Implementation Report dictates that UNCG will integrate engagement into next UNCG Campaign.

1. Establish an endowed chair in "the scholarship of engagement"
2. Establish funding for engaged scholarship activities, including student/faculty stipends
3. Acquire funding to establish and expand "Faculty Fellows program for Engaged Scholarship."

Achievement of Outcomes and Evidence of Improvement

While community engagement was adopted as a major aspect of UNCG's branding by the University Integrated Marketing Initiative out of the University Relations Office, this University-wide initiative has yet to be activated, as planning for the Capital Campaign is still underway.

Conclusion

The Offices of Leadership and Service Learning and the Office of Research and Economic Development, and the ICEE it supports, have executed a strategic plan that is derived from the institutional mission. That plan has seven clear objectives that are being executed. The UNCG Campaign is in its planning stages. Those objectives are measured and evaluated, then used to improve the next steps of UNCG's community engagement initiatives. Assessment reports, planning documents, and annual reports illustrate each of these elements.

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