UNCG REPORT OF THE 2014-2015 COMMUNITY ENGAGEMENT & ECONOMIC DEVELOPMENT METRICS

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Institute for Community and
Economic Engagement

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The University of North Carolina (UNC) system campuses were required by UNC General Administration to report specific community engagement and economic development metrics for academic year 2014-2015. This report provides UNCG's response, as well as some additional analysis. We hope this data will inform future programmatic and organizational planning, as well as development and decision-making. A system-level view of community engagement and economic development across the system's 17 institutions can be found in the UNC Engagement Report at http://communityengagement.uncg.edu/publications-reports/.

The Institute for Community and Economic Engagement (ICEE) coordinated UNCG's university-wide data collection and reporting efforts. This required the participation of many faculty and staff across the university. Special thanks for significant efforts to collect and report data are given to the Office of Institutional Research, Athletics, the Division of Continual Learning, the Office of Research and Economic Development, the Office of Leadership and Service-Learning, the Weatherspoon Art Museum, the School of Education, and the School of Nursing.

Data included in this Report:
Connecting Students to the Community & Economy
- Total student enrollment in community-based learning courses and community-engaged learning/service-learning courses for academic credit
- Total number of graduates with majors and minors in entrepreneurship programs

Continuing Education & Outreach to Enhance the Quality of Life in North Carolina
- Total offerings and enrollments in continuing education and/or professional development experiences (face-to-face/hybrid and 100% online)
- Total attendance at university events

Transformative Community-University Projects & Partnerships for Mutual Benefit
- Data on 25 community-university projects

Success Stories of Community Engagement and Economic Development
- Five narrative illustrations of exemplary projects, programs, and initiatives that make a positive and profound impact on the quality of life in North Carolina

A detailed description of UNCG's process to collect and report data can be found in the peer-reviewed *Metropolitan Universities Journal* published by the Coalition of Urban and Metropolitan Universities (2016), "A centralized strategy to collect comprehensive institution-wide data from faculty and staff about community engagement and public service" by Emily Janke, Ph.D. and Kristin Medlin, MPA.

Connecting Students to the Community and the Economy

Courses that provide community-based, community-engaged/service-learning, and entrepreneurship-focused learning experiences help students develop and expand critical thinking skills, gain the ability to apply discipline-based theory to resolve challenges and problems faced by North Carolina residents across academic disciplines, and be prepared to enter jobs in high growth and priority areas for North Carolina.

Data Collection:
Community-based and service-learning course information was provided by the Office of Institutional Research using 10-day census enrollment data reported to UNC General Administration. Information reported included all courses with course designations recorded as clinicals (CLN), internships (INT), practica/practica some web (PRC/PRW), student teaching (STT), and course markers recorded as service-learning (SVL)[1]. Also provided were course number and section, total enrollment, and semester in which the course was offered.

Entrepreneurship Education information was provided by the Entrepreneurial Cross-Disciplinary Program and included the total number of graduates with majors and minors in entrepreneurship degree programs.

Definitions:
- **Community-based** is defined very broadly as any type of course where students work with community partners and/or in the community.
- **Community-engaged/service-learning** is a subset of community-based and consists of reciprocal partnerships among community, faculty, and student partners for mutual benefit
- **Community** includes any sector outside of higher education and professional disciplinary associations.
- **Entrepreneurship Education** counts the number of graduates with majors and minors in entrepreneurship programs.

[1] It is important to specify that the marker of service-learning was used as a designation. This was done so that courses would not be counted twice. For example, if a course was designated as an internship and had a service-learning course marker, the course was designated as service-learning with the type being an internship. On page 7, the different types of service-learning courses are analyzed.

Connecting Students to the Community and the Economy

This year for community-based and service-learning courses, UNCG reported:

5,814
Enrollments in
Community-based

1,400
Enrollments in
Service-learning

This year for Entrepreneurial Education, UNCG reported:

24
Graduates with Majors
in Entrepreneurship

15
Graduates with Minors
in Entrepreneurship

Community-based course designations are useful to *explore* UNCG's widespread connection to the larger community. These are courses in which it is *likely* that students are interacting with and providing services to community members and organizations. However, a number of these courses include students who assist with courses and programs at UNCG, or who are shadowing professionals as part of a certification program.

So why include such a flawed measure of community engagement in this report?
As UNCG explores pathways to increasing the quantity and quality of service-learning and other course-based, high impact, pedagogies that engage students in mutually beneficial service through reciprocal partnerships, community-based learning courses may serve as "low hanging fruit." For example, existing placements and relationships may be transformed from transactional placements to reciprocal partnerships through modifications in the partner relationship, such as giving the community partner greater "voice" in planning, implementing and assessing the activities and program, and through more intentional integration of students' critical reflections about their experiences and how those experiences inform understanding of the academic content, as well as their personal, professional, and civic development.

Tracking community-based learning can inform goals and plans to enact mutually beneficial and reciprocal community engagement, even if the courses do not constitute community-engagement in their current form.

# Connecting Students to the Community and the Economy at UNCG

Graph 1.1: Course Designation of Community-Based Courses by Number of Course Offerings

- Clinical
- Internship
- Practicum
- Student Teaching
- Service-Learning
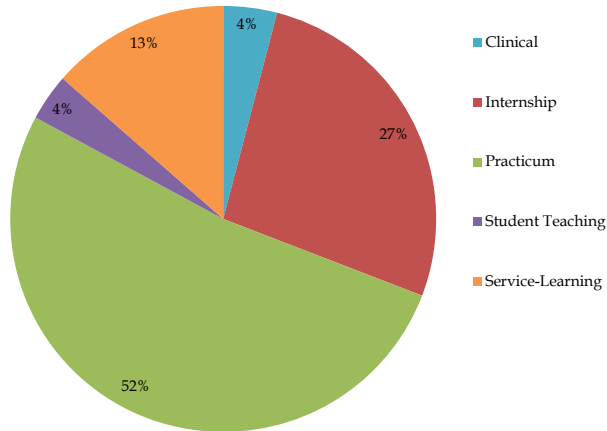
In 2014-2015, UNCG offered a total of 590 community-based courses, with an enrollment of 5,814 students.

Graph 1.1 displays the course designation for community-based courses by the number of course offerings. The majority of courses offered were practica, followed by internships, and then service-learning.

Graph 1.2: Course Designation of Community-Based Courses by Total Student Enrollment

- Clinical
- Internship
- Practicum
- Student Teaching
- Service-Learning
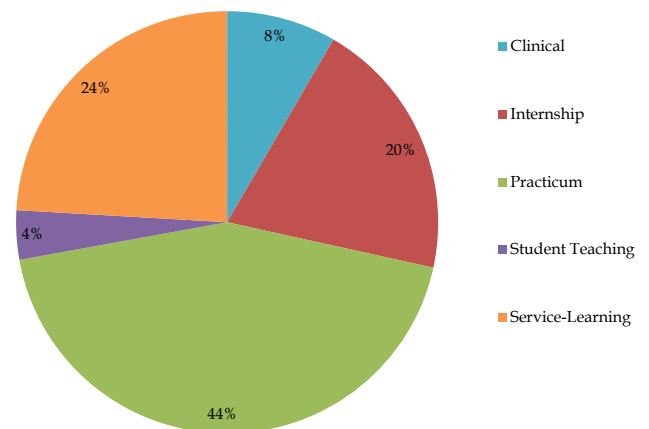
Graph 1.2 displays the course designation for community-based courses by the total student enrollment. The majority of students were enrolled in practica, followed by service-learning then internships.

This tells us that there were more internships offered than service-learning courses; but there were slightly more students enrolled in the service-learning courses than in the internships. This finding varies across units (see pp. 9-12).

Graph 1.3: Percent of Community-Based Courses Offered by the Number of Students Enrolled (Course Size)
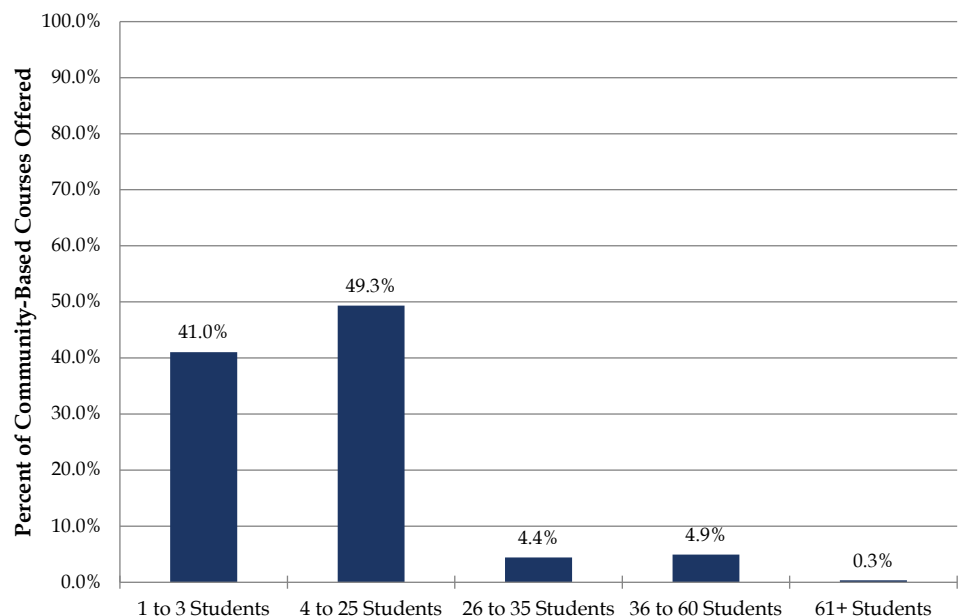
Graph 1.3 shows the percent of community-based courses offered by the number of students enrolled (i.e., course size). The graph shows that the majority of courses had a course size of 4 to 25 students, followed closely by courses with a course size of 1 to 3 students. (Note. This holds when service-learning courses are removed from the data).

Connecting Students to the Community and the Economy at UNCG

Graph 1.4: Course Type of Service-Learning Course by Number of Course Offering

- Internship — 9%
- Lab — 14%
- Lecture — 41%
- Practicum — 17%
- Seminar — 15%
- Studio — 4%
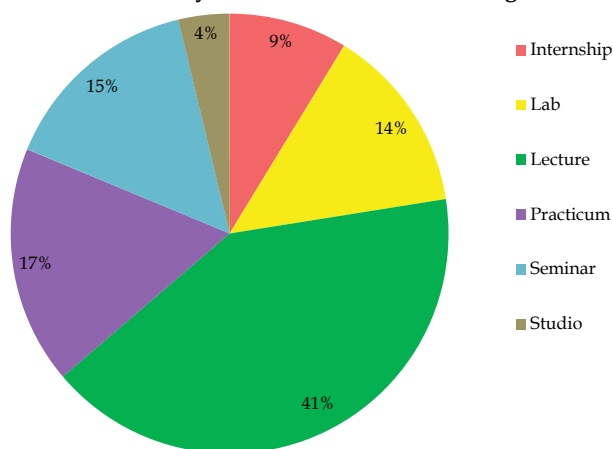
Out of 590 community-based courses total, 80 were service-learning courses. These service-learning courses had a total enrollment of 1,400 students.

Graph 1.4 displays the course type for the service-learning courses by the number of course offerings. The majority of service-learning courses offered were lectures, followed by practicas, and then seminars.

Graph 1.5 displays the course type for service-learning courses by the total student enrollment. The majority of students engaged in service-learning course were enrolled in lectures, followed by seminars, and then labs.

This tells us that there were more practica offered than seminars; but there were more students enrolled in the seminar service-learning courses than in the practica service-learning courses.

Graph 1.5: Course Type of Service-Learning Courses by Student Enrollment

- Internship — 7%
- Lab — 14%
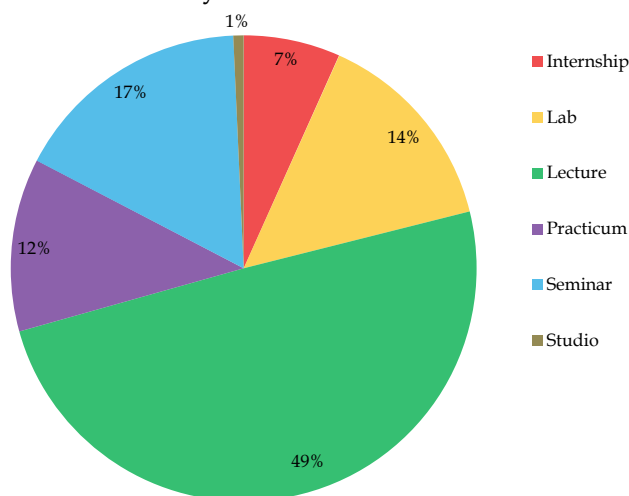- Lecture — 49%
- Practicum — 12%
- Seminar — 17%
- Studio — 1%

Graph 1.6: Percent of Service-Learning Courses Offered by the Number of Students Enrolled (Course Size)
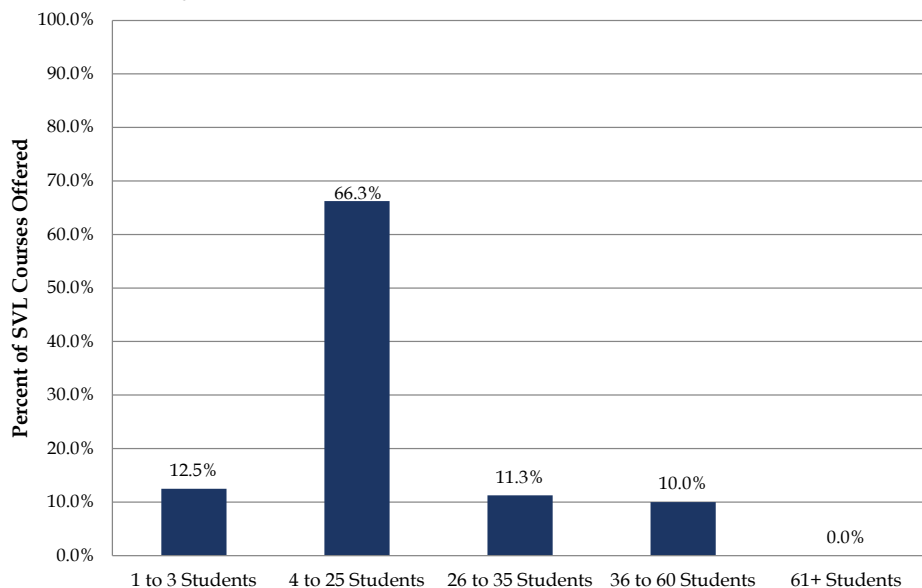
Graph 1.6 shows the percent of service-learning courses offered by the number of students enrolled (i.e., course size). In 2014-2015, the majority of service-learning courses offered had a course size of 4 to 25 students. No service-learning course had more than 61 students.

Connecting Students to the Community and the Economy at UNCG

In summary for academic year 2014-2015, UNCG offered 590 community-based courses. These courses were offered as clinicals (CLN), internships (INT), practica (PRC)/practica-some web (PRW), student teaching (STT), and service-learning (SVL). The total enrollment was 5,814 students; with the majority of courses having a course size of 4 to 25 students. Table 1 shows the exact numbers for each different course designation.

There were 80 service-learning courses offered, with an enrollment of 1,400 students. They were offered as internships, labs, lectures, practicums, seminars, and studios. Table 2 shows the exact numbers for the different SVL course types.

Table 1. Community-based course information for UNCG

CB by Designation	Offered	Enrolled	Course Size					If SVL, Type:
			1 - 3	4 - 25	25 - 35	36 - 60	61+	
Total	590	5814	242	291	26	29	2	
CLN	24	488	2	14	2	5	1	
INT	158	1167	71	83	4	0	0	
PRC/PRW	307	2540	154	128	8	16	1	
STT	21	219	5	13	3	0	0	
SVL	80	1400	10	53	9	8	0	Internship (7) Lab (11) Lecture (33) Practicum (14) Seminar (12) Studio (3)

Table 2. Service-learning course information for UNCG

Course Type	Offered	Enrolled	Course Size				
			1 - 3	4 - 25	26 - 35	36 - 60	61+
SVL Total	80	1400	10	53	9	8	0
Internship	7	94	2	4	0	1	0
Lab	11	201	0	11	0	0	0
Lecture	33	694	4	16	7	6	0
Practicum	14	168	1	12	0	1	0
Seminar	12	233	1	9	2	0	0
Studio	3	10	2	1	0	0	0

Graph 1.7: Proportion of Course Offerings
(Total Number of Course Offerings = 590)

■ Community-Based   ■ Service-Learning

Unit	Total Offerings
University Teaching and Learning Commons	9
Lloyd International Honors College	10
College of Arts and Sciences	164
School of Health and Human Sciences	119
School of Education	141
Bryan School of Business and Economics	27
School of Music, Theatre, and Dance	97
School of Nursing	20
Beyond Academics	2
Joint School of Nanoscience and Nanoengineering	1

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Graph 1.7 shows the total number of Community Academic Learning courses offered to students by unit. In addition, the graph shows the proportion of service-learning opportunities by each unit. *For example: the School of Education offered a total of 141 Commuity Academic Learning courses, of which about 10% were service-learning courses.*

Graph 1.8: Proportion of Total Student Enrollment
(Total Student Enrollment = 5,814)

■ Community-Based   ■ Service-Learning

Unit	Total Student Enrollment
University Teaching and Learning Commons	165
Lloyd International Honors College	221
College of Arts and Sciences	831
School of Health and Human Sciences	1500
School of Education	1818
Bryan School of Business and Economics	111
School of Music, Theatre, and Dance	624
School of Nursing	525
Beyond Academics	18
Joint School of Nanoscience and Nanoengineering	1

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Graph 1.8 displays the total student enrollment in Community Acdemic Learning courses that were offered to students by unit. In addition, the graph shows the proportion of student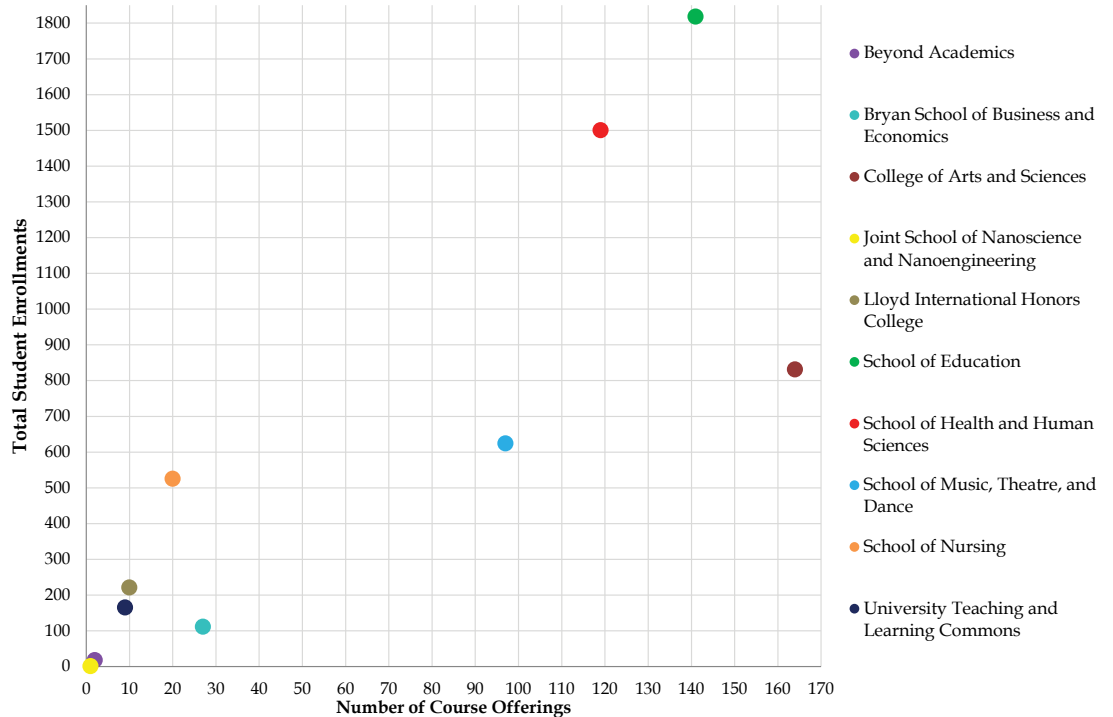s enrolled in service-learning courses. *For exmaple: the College of Arts and Sciences had 831 students enrolled in their Academic Commuity Learning courses and about 50% of those students were in a service-learning course.*

Graph 1.9: Total Student Enrollments by Number of Course Offerings for Community-Based Courses

Graph 1.9 presents the total student enrollment by number of course offerings of community-based courses for each unit.
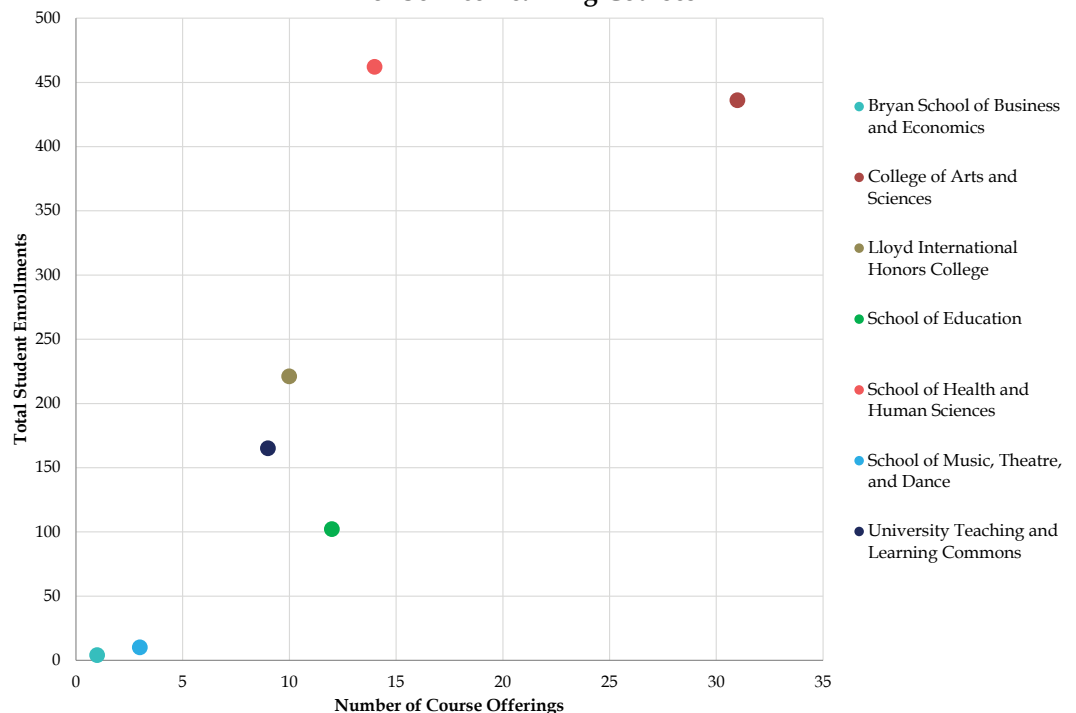
For example: the College of Arts and Sciences offers the highest number of community-based courses (164 offerings to 831 students).

- Beyond Academics
- Bryan School of Business and Economics
- College of Arts and Sciences
- Joint School of Nanoscience and Nanoengineering
- Lloyd International Honors College
- School of Education
- School of Health and Human Sciences
- School of Music, Theatre, and Dance
- School of Nursing
- University Teaching and Learning Commons

Graph 1.10: Total Student Enrollments by Number of Course Offerings for Service-Learning Courses

Graph 1.10 displays the total student enrollment by number of course offerings of service-learning courses for each unit.

For example: the School of Health and Human Sciences has the highest student enrollment (14 offerings to 462 enrollments).

- Bryan School of Business and Economics
- College of Arts and Sciences
- Lloyd International Honors College
- School of Education
- School of Health and Human Sciences
- School of Music, Theatre, and Dance
- University Teaching and Learning Commons

The following are summaries of each unit. The summaries cover the number of offerings and total student enrollment for community-based courses offered by that specific unit. The course designations are **CLN** - Clinical; **INT** - Internship; **PRC** - Practicum/Practicum, some web; **STT** - Student Teaching; and **SVL** - Service-Learing,

The College of Arts and Sciences offered 164 community-based courses, of which 55 were internships, 77 were practica, 1 was student teaching, and 31 were service-learning. The total student enrollment was 831, with the majority of courses offered having a course size of 1 to 3 students.

The 31 service-learning courses offered were 19 lectures, 2 practica, 6 internships, 2 labs, and 2 seminars. The total enrollment was 831 students, and the majority of courses had a course size of 4 to 25.

Table 3. Community-based course information for the College of Arts & Sciences

CB by Designation	Offered	Enrolled	Course Size					If SVL, Type:
			1 - 3	4 - 25	26 - 35	36 - 60	61+	
Total	164	831	104	54	6	0	0	
INT	55	172	40	15	0	0	0	
PRC	77	219	58	19	0	0	0	
STT	1	4	0	1	0	0	0	
SVL	31	436	6	19	6	0	0	Internship (6) Lab (2) Lecture (19) Practicum (2) Seminar (2)

The School of Education offered 141 community-based courses 19 were clinicals, 41 were internships, 61 were practica, 8 were student teaching, and 12 were service-learning. There was a total student enrollment of 1818. The class sizes ranged from 1 to 60 students, with the majority of courses offered having a class size of 4 to 25 students.

The 12 service-learning courses were offered as lectures (4) or practica (8). The total enrollment was 103 students, with the majority of courses having a class size of 4 to 25 students.

Table 4. Community-based course information for the School of Education

CB by Designation	Offered	Enrolled	Course Size					If SVL, Type:
			1 - 3	4 - 25	26 - 35	36 - 60	61+	
Total	141	1818	34	81	13	13	0	
CLN	19	372	2	10	2	5	0	
INT	41	470	10	27	4	0	0	
PRC	61	745	19	31	3	8	0	
STT	8	129	2	3	3	0	0	
SVL	12	102	1	10	1	0	0	Lecture (4) Practicum (8)

The School of Health and Human Sciences offered 106 community-based courses, of which 5 were clinicals, 36 were internships, 43 were practica, 8 were student teaching, and 14 were service-learning. The 106 courses offered had a total enrollment of 1,416 students. The course sizes ranged from 1 student to 61+ students, with the majority of courses offered having a course size of 4 to 25 students.

The 14 service-learning courses were offered as internships (1), lectures (9), and practica (4). These service-learning courses had a total of 462 students enrolled, with the majority of courses having a course size of 36 to 60 students.

Table 5. Community-based course information for the School of Health and Human Sciences

CB by Designation	Offered	Enrolled	Course Size					If SVL, Type:
			1 - 3	4 - 25	26 - 35	36 - 60	61+	
Total	119	1500	36	70	3	9	1	
CLN	5	116	0	4	0	0	1	
INT	49	484	13	36	0	0	0	
PRC	43	386	20	19	3	1	0	
STT	8	52	2	6	0	0	0	
SVL	14	462	1	5	0	8	0	Internship (1) Lecture (9) Practicum (4)

The School of Music, Theatre, and Dance offered 97 community-based courses with a total enrollment of 624 students. The class sizes ranged from 1 to 60 students, with the majority of courses fall within the range of 1 to 3 students. The courses were offered as practica (90), student teaching (4), and service-learning (3).

The 3 service-learning courses were offered as studio and had a total enrollment of 10 students. Two courses had a size of 1 to 3 students and 1 course had a size of 4 to 25 students.

Table 6. Community-based course information for the School of Music, Theatre & Dance

CB by Designation	Offered	Enrolled	Course Size					If SVL, Type:
			1 - 3	4 - 25	26 - 35	36 - 60	61+	
Total	97	624	51	44	1	1	0	
PRC	90	580	48	40	1	1	0	
STT	4	34	1	3	0	0	0	
SVL	3	10	2	1	0	0	0	Studio (3)

The Bryan School of Business and Economics offered 27 community-based courses, of which 11 were internships, 15 were practica, and 1 was service-learning. The total enrollment was 111 students, whith the majority of courses offered having a course size of 1 to 3 students.

The service-learning course offered was a lecture and had an enrollment of 4 students.

Table 7. Community-based course information for the Bryan School of Business and Economics

CB by Designation	Offered	Enrolled	Course Size					If SVL, Type:
			1 - 3	4 - 25	26 - 35	36 - 60	61+	
Total	27	111	15	12	0	0	0	
INT	11	34	7	4	0	0	0	
PRC	15	73	8	7	0	0	0	
SVL	1	4	0	1	0	0	0	Lecture (1)

The School of Nursing offered 20 community-based courses which had a total enrollment of 165 students. The sizes of the courses were 1 to 3 for 1 course; 4 to 25 for 11 courses; 25 to 35 for 1 course; 36 to 60 for 6 courses; and 1 course had over 61 students. The courses were offered as practica (14) and practica, some web (6).

Table 8. Community-based course information for the School of Nursing

CB by Designation	Offered	Enrolled	Course Size					If SVL, Type
			1 - 3	4 - 25	26 - 35	36 - 60	61+	
Total	20	525	1	11	1	6	1	
PRC	14	482	0	6	1	6	1	
PRW	6	43	1	5	0	0	0	

The Joint School of Nanoscience and Nanoenginerring offered 1 community-based course. The course was an internship and had 1 student enrolled. It should be noted that this school is relatively new with only two depeartments.

Table 9.Community-based course information for the Joint School of Nanoscience &Nanoengineering

CB by Designation	Offered	Enrolled	Course Size					If SVL, Type
			1 - 3	4 - 25	26 - 35	36 - 60	61+	
Total	1	1	1	0	0	0	0	
INT	1	1	1	0	0	0	0	

Lloyd International Honors College offered 10 service-learning designated courses, and all 10 of them were seminars. The total enrollment was 221 students. All the courses offered had a course size of 4 to 25 students.

Table 10. Community-based course information for the Lloyd International Honors College

CB by Designation	Offered	Enrolled	Course Size					If SVL, Type:
			1 - 3	4 - 25	26 - 35	36 - 60	61+	
Total	10	221	0	8	2	0	0	
SVL	10	221	0	8	2	0	0	Seminar (10)

The University Teaching and Learning Commons offered 9 community-based courses, of which all were service-learning designated. These courses were offered as labs and had an enrollment of 165 students. All courses enrolled 4 to 25 students.

Table 11. Community-based course information for University Teaching and Learning Commons

CB by Designation	Offered	Enrolled	Course Size					If SVL, Type:
			1 - 3	4 - 25	26 - 35	36 - 60	61+	
Total	9	165	0	9	0	0	0	
SVL	9	165	0	9	0	0	0	Lab (9)

Beyond Academics offered 2 community-based courses, of which 1 was an internship and 1 was a practicum. The total enrollment was 18 students, and the courses had 4 to 25 students enrolled.

Table 12. Community-based course information for Beyond Academics

CB by Designation	Offered	Enrolled	Course Size					If SVL, Type:
			1 - 3	4 - 25	26 - 35	36 - 60	61+	
Total	2	18	0	2	0	0	0	
INT	1	6	0	1	0	0	0	
PRC	1	12	0	1	0	0	0	

Professional Development

Professional Development programs offer courses and opportunities to individuals outside of an academic degree program and not for UNCG course credit. These courses and programs are important because they contribute to personal and professional advancement.

Data Collection:
Professional Development information was solicited by ICEE from faculty and staff university-wide and included the number of professional development opportunities and total enrollment. These numbers are likely an undercount as units are not required to report this data in annual tracking systems.

Face-to-Face/Hybrid:

42
Offerings

4,813
Enrollments

Let's break it down...
- Bryan School of Business offered **1 course/program** to **78 participants**
- Division of Continual Learning offered **9 courses/programs** to **1459 participant**s
- School of Education offered **28 courses/programs** to **3,049 participants**
- School of Nursing offered **2 courses/programs** to **164 participants**
- Weatherspoon Art Museum offered **2 courses** with **63 participants**

100% Online:

13
Offerings

190
Enrollments

Let's break it down...
- Division of Continual Learning offered **1 course/program** to **17 participants**
- School of Education offered **3 courses/programs** to **132 participants**
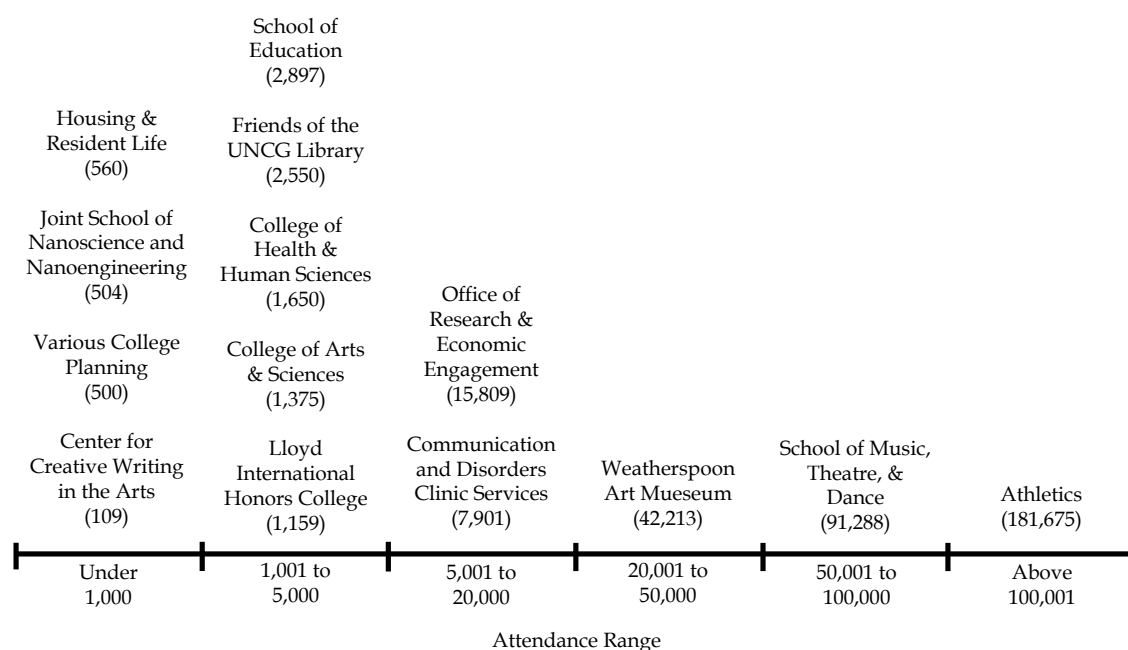- School of Nursing offered **10 courses/programs** to **116 participants**

Definitions
- **Face-to-Face/Hybrid:** A **Face-to-Face** course consists of students meeting with their instructor and fellow students in a traditional classroom setting for the entirety of the course and program. A **Hybrid** course consists of the students meeting with instructors and fellow students in a physical classroom setting, as well as online portions of the course and program.
- **100% Online** is a course/program that is entirely online. It may occur synchronously or asynchronously.
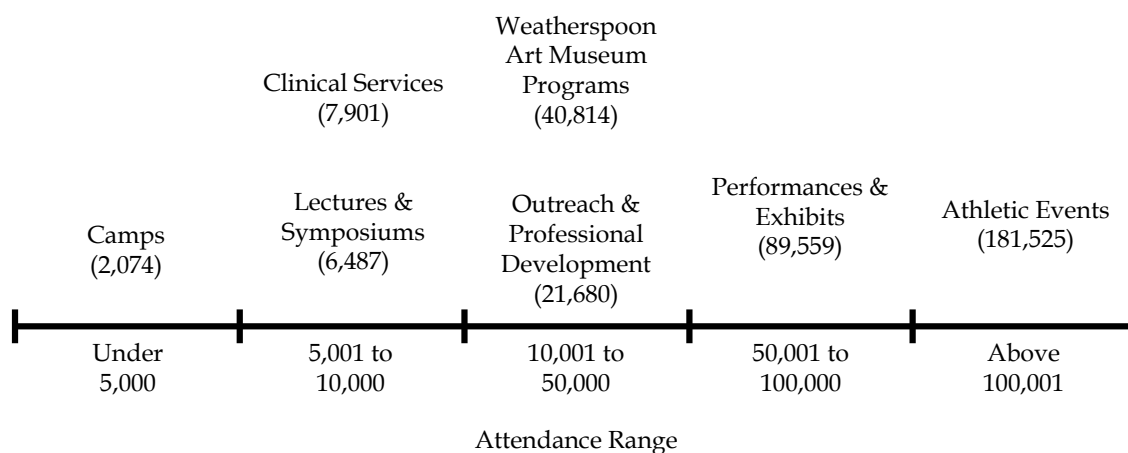
UNCG delivers various events, venues, broadcasts, and performances that produce community development and economic impacts through ticket sales, concessions, and industries and businesses related to these services. The total attendance includes all individuals, university and non-university, who attended.

UNCG hosted 350,040 people at various events[2].

Attendance at UNCG Sponsored Events by Department/Center

School of Education (2,897)

Housing & Resident Life (560) | Friends of the UNCG Library (2,550)

Joint School of Nanoscience and Nanoengineering (504) | College of Health & Human Sciences (1,650) | Office of Research & Economic Engagement (15,809)

Various College Planning (500) | College of Arts & Sciences (1,375)

Center for Creative Writing in the Arts (109) | Lloyd International Honors College (1,159) | Communication and Disorders Clinic Services (7,901) | Weatherspoon Art Mueseum (42,213) | School of Music, Theatre, & Dance (91,288) | Athletics (181,675)

| Under 1,000 | 1,001 to 5,000 | 5,001 to 20,000 | 20,001 to 50,000 | 50,001 to 100,000 | Above 100,001 |

Attendance Range

Attendance at UNCG Sponsored Events by Type of Event

Weatherspoon Art Museum Programs (40,814)

Clinical Services (7,901)

Camps (2,074) | Lectures & Symposiums (6,487) | Outreach & Professional Development (21,680) | Performances & Exhibits (89,559) | Athletic Events (181,525)

| Under 5,000 | 5,001 to 10,000 | 10,001 to 50,000 | 50,001 to 100,000 | Above 100,001 |

Attendance Range

Note:
[2]Data were solicited by ICEE staff from faculty and staff university-wide and then aggregated by ICEE staff.

The 2014-2015 UNC General Administration Metrics report requires institutions to submit 15-25 exemplary project partnerships. To be included, projects must have met the following criteria: (1) partners from both the university and another non-university sector, not including an academic disciplinary society; (2) expressed goals and anticipated and/or achieved outcomes for both the university and community partners; (3) knowledge or expertise being exchanged across the university and community to meet the goals of the activity; and (4) addressed a specific community interest.

UNCG reported 25 projects which involved 92 community partners, spanning over 18 counties, and engaging 1,434 students and 189 faculty and staff. A range of sectors were represented; the majority are nonprofits and education organizations[3].

The next few pages give a brief description of the projects, UNCG's role in the project, the county the project was in, the campus partners, and the community partners.

Partnership Sectors of the 25 Projects

- Education — 36%
- Faith-Based — 6%
- Government — 8%
- Medical — 4%
- Business — 7%
- Nonprofit — 39%
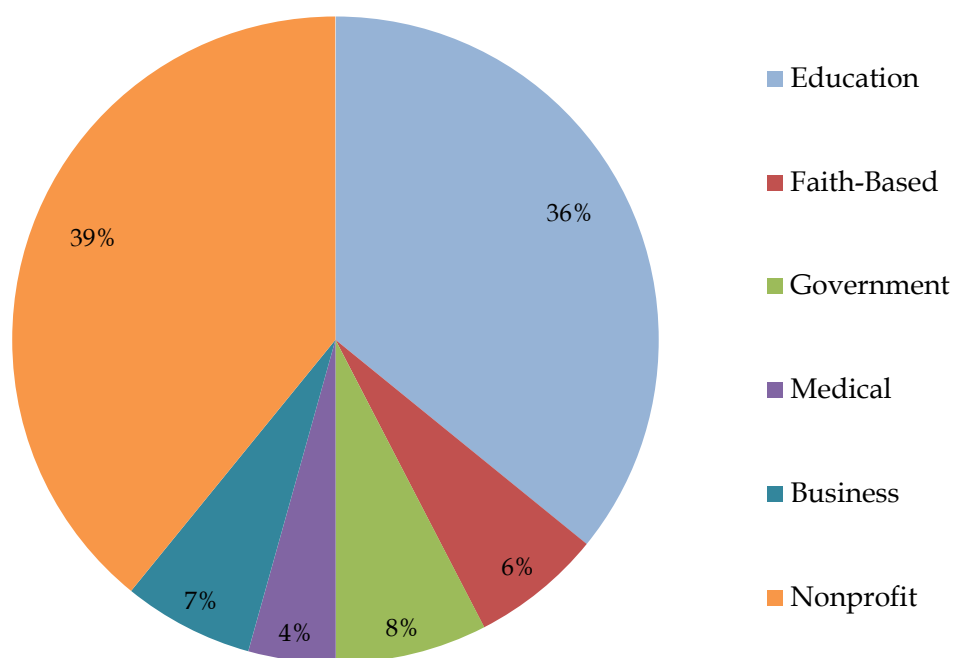
Note:
[3]Data were solicited by ICEE from across campus

Community Collaboration through Partnerships

2nd Annual Novem Mason Symposium of Community Engagement: Housing the Homeless

This three day symposium brought together over 100 participants, including students, faculty, community members, and service providers interested in addressing homelessness through the design of the built environment. The first day of the symposium was dedicated to community engagement. The second and third days of the symposium centered around working groups, brainstorming sessions, and discussions with community leaders.

UNCG's Role: Teaching, Research, and Service
County: Guilford
Campus Partners: Travis Hicks, Department of Interior Architecture; Center for Community-Engaged Design; Center for New North Carolinians
Community Partners: City of Greensboro, Interactive Resource Center, Guilford County Schools, Mental Health Association of Greensboro, Partners Ending Homelessness, and The Servant Center

Top: Brainstorming session
Middle: Students participate in community service
Bottom: Participants take a look inside the Tiny House, built by IAR. A big portion of the symposium was dedicated to how tiny houses can address homelessness.
Photos provided by Travis Hicks

Community Collaboration through Partnerships

Center for Housing and Community Studies

The Center for Housing and Community Studies is a university-based research, evaluation, and technical assistance center. They fulfill their research agenda through technical assistance to governmental and non-profit agencies as well as the preparation of working papers, research notes, and scholarly publication. They are actively engaged in the following areas of research: Fair Housing, Homelessness, Housing Market Trends, Demography, Urbanization, Community Development, and the Impact of Housing on Health. Projects this year consisted of a housing market segmentation study for the City of High Point; developing a comprehensive neighborhood housing assessment survey for Greensboro; conducting a housing conditions survey and background study for Woodmere Park Neighborhood in Greensboro; and a geographical information system (GIS) analysis of housing, health, and race in the Piedmont.

UNCG's Role: Teaching, Research, and Service
County: Guilford
Campus Partners: Stephen Sills, Center for Housing and Community Studies
Community Partners: City of Greensboro, City of High Point, Community Housing Solutions, and Greensboro Housing Coalition

Beyond Academics

Created from a partnership between a private non-profit organization and the University of North Carolina at Greensboro, Beyond Academics at UNCG provides a post-secondary education option to students with intellectual and developmental disabilities. Students in the Beyond Academics program receive a 4-year certificate of completion from the UNCG Office of the Provost and job training that prepares them for independent living, 21st century jobs, and engagement in civic, social, and personal responsibility and thereby improving the communities in which they live. This year, Beyond Academics had 23 graduates through 2014 and 11 graduates for 2015. A completion rate through 2014 graduates of 71%. There was a 56% average decrease in individualized supports used while enrolled. When comparing Beyond Academics to a national study of young adults with intellectual and development disabilities after high school, Beyond Academics students are more financially independent, have higher paid employment, participate in the community more, and live independently more often.

Students from Beyond Academics celebrate their 2014 Commencement
Photo by UNCG Now

UNCG's Role: Teaching and Service
County: Guilford
Campus Partners: Office of Research and Economic Development
Community Partners: Beyond Academics

Community Collaboration through Partnerships

Congregational Social Work Education Initiative (CSWEI)

CSWEI pairs graduate and undergraduate social work interns with nurses from the Congregational Nurse Program, operated by Cone Health, and places them within community-based, faith-connected organizations. Working as an interdisciplinary team, within an integrated care model, CSWEI is able to provide an array of wellness services to individuals in a familiar community-based setting. The Initiative's goal is to provide services to underserved, vulnerable population groups. It targets services to meet the complex needs of persons experiencing homelessness, immigrants, refugees, and older adults. For this year, CSWEI generated, through direct services and hospital diversion dollars, community savings of $1,449,067.50. Also, CSWEI served 1,077 people. For risk assessments (harm to self or others), 432 individuals were served. CSWEI is solely funded by Cone Health Foundation, who has given over $1.3 million this past year.

UNCG's Role: Teaching, Research, and Service
Counties: Guilford and Rockingham
Campus Partners: Fran Pearson, Congregational Social Work Education Initiative; Department of Social Work
Community Partners: Ashton Woods Community Center, Congregational Nurse Program, Faith Action International, Glen Haven Community Center, Greensboro Urban Ministry, Interactive Resource Center, New Arrival Institute, Partnership Village, Pathways Center, Prince of Peace Lutheran Church, Salvation Army Center of Hope, United Montagnard Christian Church, and Willow Oaks Community Center

Agritourism Highway Signage Program

The North Carolina Agritourism Directional Signage Program was initiated over two decades ago to help boost agritourism in the state and has been spectacularly successful in achieving its outcomes. This research project studied the operational, regulatory and cost attributes of the program and bench-marked it against 20 other similar Highway signage programs in other states across the USA. The impact of differences found between the North Carolina program and the other programs was also investigated and several policy and regulatory recommendations made as a result. All counties in North Carolina are positively impacted by agritourism. But given that most wineries are located in rural counties, the impact is particularly relevant there. That is important because the rural counties in the state lag behind the urban ones in terms of economic development. This makes the research project especially relevant to North Carolina's economic development agenda.

UNCG's Role: Research and Service
Counties: All 100 counties in NC
Campus Partners: Joyendu Bhadury, Department of Information Systems and Supply Chain Management; Erick Byrd, Department of Marketing, Entrepreneurship, and Hospitality & Tourism Management; Sam Troy, Bryan School of Business & Economics.
Community Partners: North Carolina Wine & Grape Council and more.

Engineering is Elementary: Seed Leadership Project

This project engages teachers in professional development focusing on preparing them to thoughtfully infuse engineering design and scientific practices into their classroom curricula with use of a curriculum called Engineering is Elementary, created at the Museum of Science, Boston. The inter-disciplinary, project-based curriculum centers engineering in a real world context, promotes problem solving and working through failure, and cultivates collaboration and teamwork. In addition to serving as resources for teachers who are adapting the curriculum in their classrooms, the team has been studying the affordances and constraints of the curriculum for the science-related identities of students from under-represented groups in STEM (science, technology, engineering, and mathematics). Further, the project involves UNCG elementary education students (masters and undergraduates), who serve as slightly more knowledgeable peers in summer professional development institutes with teachers. This year, 150 elementary education students have received lessons with this curriculum and 25 teachers have been trained, the majority of whom work in Title 1 schools.

Kristin Boyce, UNCG Alumna, uses a hands-on approach to teach her students engineering
Photography by David Wilson

UNCG's Role: Teaching, Research, and Service
County: Guilford
Campus Partners: Heidi Carlone, Department of Teacher Education and Higher Education
Community Partners: Guilford County Schools

Opera Outreach Program

The UNCG Opera Theatre believes that the cultural education of our young children is of utmost importance. To this end, many activities throughout each year are dedicated to exposing school children to quality operatic experiences. These activities include the an annual tour to the elementary schools, a "Write Your Own Opera" program, and on-campus matinee performances. This year, over 10,000 elementary school students saw an opera in their school (Tour to the Schools); over 6,000 fifth grade students participated in "Write Your Own Opera"; and over 2,500 students attended the matinee performances.

UNCG's Role: Teaching, Research, and Service
Counties: Chatham, Forsyth, Guilford, and Wake
Campus Partners: David Holley, Opera Theatre; School of Music, Theatre, & Dance; Aycock Auditorium
Community Partners: Carolina Theatre in Greensboro, Chatham County Schools, Greensboro Opera, Guilford County Schools, Wake County Schools, and York County Schools.

Community Collaboration through Partnerships

Students try out the technology in the makerspace Photos by Claudia Paglario

SELF Design Studio

The SELF Design Studio is a makerspace designed to service and prepare pre-service teachers for the challenges of teaching in the 21st century classroom. The SELF Design Studio hosts a variety of emerging technologies and tools for students and faculty across all disciplines. The mission is to create a space where minds come together to imagine, explore, create and engage in the process of learning without boundaries (and that makes us happy!).

UNCG's Role: Teaching, Research, and Service
County: Guilford
Campus Partners: Matt Fisher, Teaching Resource Center, School of Education
Community Partners: Alamance County Makers Guild, Glen Haven Community Center, The Forge—Greensboro Makerspace, Greensboro Public Libraries, Guilford County Schools, Hope Academy, Hunt Library at NC State, UNC at Asheville, Western Carolina University, and Winston-Salem/Forsyth County Schools.

Service-Learning Leadership Project with HorsePower Therapeutic Learning Center

As part of the professional teaching portfolio required of all undergraduate teacher candidates, students in SES 447, Service Delivery Systems and Role Management, select an agency to complete their service-learning leadership project. While serving the participants of the program at HorsePower as side-walkers, the teacher candidates are able to assist individual participants in meeting education, behavioral and physical goals. While many students at UNCG from various programs-Communication Disorders or Community and Therapeutic Recreation, for example-take part in the HorsePower community programs, the teacher candidates from SES 447 have been participating with HorsePower for eight years. Students enrolled in SES 250, Introduction to Professions in Special Education, may also serve at HorsePower to complete volunteer hours.

UNCG's Role: Teaching, Research, and Service
County: Guilford
Campus Partners: Stephanie Kurtts, Department of Specialized Education Service.
Community Partners: HorsePower Therapeutic Learning Center

North Carolina Summer Program for Kids (NCSPK)

The NCSPK is a highly structured, fun, and supportive summer day camp program for 7 to 13 year old children with Attention-Deficit/Hyperactivity Disorder (ADHD). The NCSPK is a modified version of the highly successful Summer Treatment Program (STP) that was originally developed by Dr. William E. Pelham. The goals of NCSPK are to improve self-control, friendships, academic skills, sports skills, and self-esteem. In addition to daily behavioral and educational programming, children have opportunities for sports, arts and crafts, swimming, and weekly field trips. Parents also have weekly opportunities to learn specialized skills that improve parent-child relations and home behavior.

UNCG's Role: Teaching and Research
County: Guilford
Campus Partners: Jennifer Sommer, ADHD Clinic at UNCG
Community Partners: Noble Academy and Parents of Children with ADHD Community Resource Group

2015 Behavioral Health Faith Summit

A day of Community Education around the spectrum of Mental Health Concerns, the Summit brought together the behavioral health, faith, and educational communities to begin a long needed discussion around common concerns. The Summit raised and spent $42,000, in cash, locally.

UNCG's Role: Teaching and Service
County: Guilford
Campus Partners: Bob Wineburn
Community Partners: Cone Behavioral Health, Cone Health Foundation, Greensboro College, Mount Zion Baptist Church, Temple Emanuel, and Wake Forest Divinity School

UNCG Guarantee Partnership with Communities in Schools of Greater Greensboro

The UNCG Guarantee Scholarship Program ensures that a high-quality educational experience is open to the brightest students, even those from economically disadvantaged backgrounds. The focus for our seniors is developing student-led projects that impact the community and allow our scholars to put their leadership, scholarship and collective impact to work. Over the last year, Guarantee Scholars have partnered with the Communities in Schools (CIS) of Greater Greensboro to host college access days with high school students and work with after school programs (African American Male Initiative (AAMI) and Success at School Program) in elementary and middle schools; with the goal to encourage more students to be college bound. Working with CIS gave Guarantee Scholars the experience to develop, lead, and present different aspects of college life.

UNCG's Role: Service
County: Guilford
Campus Partners: Julie Voorhees, Office of Research and Economic Development; Kristen Christman, UNCG Guarantee; Tyshea Lewis, UNCG Guarantee
Community Partners: Community in Schools of Greater Greensboro, Dudley High School, Jackson Middle School, and Wiley Elementary School.

Community Collaboration through Partnerships

Economics Impact Analysis of Family Service of the Piedmont

Family Service of the Piedmont is the largest private, nonprofit agency of its kind in Guilford County, NC. The agency empowers individuals and families in crisis to restore hope, achieve stability and thrive through quality support services, advocacy and education. MBA students Ashley Ferrell '14 and Will Kapakos '14 developed an economics impact analysis of the four service areas of Family Service: financial, mental health, domestic violence, and child abuse. In 2012, the program helped 365 families keep their home. They found that one repossession results in a $2,000 decrease in property values for homes within a 500-foot radius. They raised $18 million because for every $1 spent on the program, the organization returned up to $31 in property values.

UNCG's Role: Teaching, Research, and Service
County: Guilford
Campus Partners: Pamela Cash, Bryan School of Business and Economics
Community Partners: Family Service of the Piedmont

Southern Entrepreneurship in the Arts Conference

The focus of SEA is on the business of art. SEA was created with the idea that more artists will succeed if they have business skills, knowledge, resources, and contacts. Through the artist-led conferences, SEA helps artists turn their passion into a living. SEA is for emerging and mid-career artists, and creative professionals, as well as college and serious high school students.

UNCG's Role: Teaching, Research, and Service
County: Guilford
Campus Partners: Justin Streuli, Jan Szelkowski, North Carolina Entrepreneurship Center;
Community Partners: Elsewhere Collaborative, Greensboro City Arts, Jim Gallucci Sculptor, Royal Expressions Dance, and Tri-State Sculptors Association.

Degrees Matter! Connecting Lifelong Learning to a Thriving Economy

Degrees Matter! is a shared partnership between The Community Foundation of Greater Greensboro, Opportunity Greensboro, and The United Way of Greater Greensboro. The mission is to increase the number of adults with college degrees in Greater Greensboro/High Point; by engaging, connecting and supporting residents who have been to college but did not finish a degree. Degrees Matter! strives to be a leader in North Carolina and the nation in this work. For every single percentage point increase in college attainment, a city/region can expect to increase in per capita income of $856, that translates into an annual economic impact of $240 million for the City of Greensboro and $417 million for Guilford County.

UNCG's Role: Service
County: Guilford
Campus Partners: Stephen Moore, Degrees Matter!; Office of Research and Economic Development
Community Partners: American Association of University Women, Community Foundation of Greater Greensboro, Guilford Education Alliance, Bank of America - Piedmont Centre, SERVE, Inc., Women's Resource Center, Tirad Workforce Solutions Collaborative, United Way of Greater Greensboro, Greensboro Partnership - Greensboro Chamber of Commerce, Aligned Impact

Community Collaboration through Partnerships

The North Carolina Theatre for Young People (NCTYP)

The North Carolina Theatre for Young People (NCTYP) exists to celebrate the art of live theatre for young audiences, to enrich the lives of young people and their families, and to connect the university with the community. NCTYP realizes this vision through: producing plays; facilitating outreach programs in schools and the community; and educating Theatre for Youth graduate students to apply knowledge in practice in area schools and community organizations. The NCTYP touring production reaches students across the state and beyond through exposing young people to live theatre experiences in their school/community settings (often rural settings where this is the only theatre exposure students will have in the course of the academic year). It tours during the spring semester, bringing live theatre to over 15,000 children every year. Past titles include: Charlotte's Web; Pinocchio; Stuart Little; In the Garden of the Selfish Giant; Wiley and the Hairy Man; Go, Dog, Go!; and many more. This year, more than 5,000 children attend the main stage production at Taylor Stage.

UNCG's Role: Teaching, Research, and Service
Counties: Alamance, Buncombe, Caswell, Dare, Davidson, Forsyth, Franklin, Gaston, Guilford, Lenoir, Mecklenburn, Randolph, Rockingham, Stokes, and Wilkes

Campus Partners: Rachel Briley, Department of Theatre; School of Music, Theatre, & Dance; Taylor Stage

Community Partners: Alamance County Schools; Buncombe County Schools; Caswell County Schools; Dare County Schools; Davidson County Schools; Forsyth County Schools; Frederick, MD County Schools; Guilford County Schools, Rockingham County Schools; Spartanburg, SC County Schools; and many more.

NCTYP Production of "Pinocchio", NCTYP Tour 2015 at General Green Elementary
Photography by Dave Wilson, Tigermoth Creative

Community Collaboration through Partnerships

"Pieces of the Past: The Art of Gwendolyn Magee"

The History Department's Museum Studies Class of 2015 curated the exhibition Pieces of the Past: The Art of Gwendolyn Magee. The exhibition featured a number of quilts created by nationally renowned artist Gwendolyn Jones Magee, a High Point native and Woman's College (now UNC Greensboro) alumna. This project was a part of a broader effort initiated by the Woman's College Class of 1963

Students help hang "Our New Day Begun" (2000 © Gwendolyn A. Magee).
Photo by Rob Brown, News & Record

and the UNCG Art Department to bring Magee's art to the Triad. Magee's art brings African American history and culture to life through detailed threadwork, vibrant fabrics and countless hours of research and design. The exhibition interpreted six of her quilts, exploring how Magee quilted historic narratives such as slavery, lynching, and the more recent tragedy of Hurricane Katrina. The exhibit also sought to tie the themes in her art to contemporary issues today and with interactive elements, it attracted families and people of all ages. To curate this exhibition, the UNCG History Department's Museum Studies Class of 2015 conducted research on Magee's artwork and her life and designed the layout and content for the exhibit with the assistance of advising scholars and High Point Museum staff.

"Over a Way that with Tears Has Been Watered", 2003, © Gwendolyn A. Magee
Photography © Dave Dawson Photography

UNCG's Role: Teaching, Research, and Service
County: Guilford
Campus Partners: Anne Parsons, Department of History; History Department's Museum Studies Class of 2015; UNCG Art Department
Community Partners: High Point Museum

Community Collaboration through Partnerships

Landlord-Tenant Dispute Program

The City's Human Relations Department, Guilford College, and University of North Carolina at Greensboro's Program in Conflict Studies and Dispute Resolution have formed a partnership to help landlords and tenants iron out their differences through mediation rather than litigation. The program is voluntary and can provide opportunities for tenants and landlords to eliminate communication barriers and work together. Issues that can be mediated include, but are not limited to, damaged property, noise complaints, repairs, and financial problems.

UNCG's Role: Teaching, Research, and Service
County: Guilford
Campus Partners: Emily Janke, Conflict Studies and Dispute Resolution;
Community Partners: City of Greensboro Human Relations Department and Greensboro College

Latino Parents—Learning About College (Padres Promoviedno Preparation)

To support partnerships with churches and/or social service agencies in Forsyth County to offer a college planning group in Spanish to interested Latino families. Latino Parents-Learning about College was an 8 week psycho-educational group in Spanish for immigrant parents who wanted to learn more about the college going process in the United States in order to be more effective guides for their children. This year, 82 Spanish-speaking parents had registered, with 41 parents completing the 8 week group. About 95% of the parents indicated that their children were eligible for free and reduced lunch program.

UNCG's Role: Teaching and Service
County: Forsyth
Campus Partners: Laura Gonzalez, Counseling and Educational Development
Community Partners: Catholic Charities, El Buen Pastor Latino Community Services, Holy Cross Catholic Church in Kernersville, Iglesia de Cristo on Brewer Road (Brewer Road Church of Christ), Parkland High School and Jim Villalba from Wake Forest University.

Participatory Budgeting (PB)

The UNCG team of researchers is pairing with Participatory Budgeting Greensboro and NHS students at Dudley High School to help amplify the voices of the underrepresented in order to reach community leaders, as well as, understand how these communities who face unique participation barriers react and utilize a participatory democratic system. Participatory Budgeting is a directly democratic process that allows residents to decide how to spend a portion of their own tax dollars. Greensboro's residents will be allocating $500,000 through the city's inaugural process. Greensboro is the first city in the south to get PB and the first PB to arise from a grassroots effort.

UNCG's Role: Research and Service
County: Guilford
Campus Partners: Spoma Jovanovich, Department of Communication Studies, College of Arts & Sciences
Community Partners: City of Greensboro, Elon University, NC A&T State University, Participatory Budgeting Project, Public Agenda, and UNC at Chapel Hill.

TRIAD2—Community Education and Outreach Core
TRIAD2 will work with middle and high school students to increase a diversity of students in health science careers. This year, TRIAD2 held campus tours, panel and open Q&A sessions, and hands on demonstrations or health site visits. They also, supported summer camps by providing staffing, information, meals, and transportation.

UNCG's Role: Service
Counties: Forsyth, Guilford, Rockingham, Surry, and Yadkin
Campus Partners: Debra Wallace, School of Nursing
Community Partners: College Foundation NC, Forsyth County Schools, Guilford County Schools, Guilford Technical Community College (GTCC), NC A&T State University, Northwest Area Health Education Center (NW AHEC), Rockingham Community College, and Rockingham County Schools.

Umoja Women's Group
The Umoja Women's Group Project is to support and assess resettled Congolese refugee women in Greensboro. The women are informing the progression of the study. We meet monthly to eat, socialize, and talk about the project. There are individual meetings with women throughout the month. We are looking to build a model that facilitates social support upon arrival. We start each meeting with a potluck and sharing good news. We host baby showers for the women as well. Then we talk about the research process (methodology, IRB, compensation, etc.). The women are framing the group in what is most useful to them including the need for affordable childcare and/or child care options, computer literacy skills, etc.

UNCG's Role: Research and Service
County: Guilford
Campus Partners: Holly Sienkiewicz, Center for New North Carolinians; Office of Research and Economic Development
Community Partners: Church World Service, Congolese Women in the Umoja Group, NC A&T State University, and UNC at Chapel Hill.

Transforming Teaching through Technology (TTtT)
TTtT will develop a transformational model for teacher preparation in which candidates, alongside university and school-based faculty, integrate existing and emerging technologies into P-12 instruction to ensure that students have the knowledge and skills to become lifelong learners and productive workers in the 21st century. To achieve this, TTtT will transform approaches to teaching and learning making instructional technology an integral part of instruction; redesign the way teachers and teacher candidates engage and motivate students in learning; create partner schools where teacher candidates will be engaged in instructional technology; and cultivate meaningful partnerships between university and schools that promote new mindsets about the integration of technology for instruction and learning.

UNCG's Role: Teaching and Service
County: Forsyth and Guilford
Campus Partners: Christina O'Connor, Collaborative for Educator Preparation; School of Education
Community Partners: Guilford County Schools and Winston-Salem/Forsyth County Schools

Summer Science Academy

The Summer Science Academy promotes 'citizen science' and engages students in research. Students experience hands-on training by designing and launching experiments; gathering and analyzing data; and presenting their results to their peers, teachers, and families. A key goal of this program is to produce a cohort of science-minded students who continue in a STEM post-secondary education and ultimately pursue a career in science, technology, engineering or math. This year, 12 ninth graders and 1 middle school teacher participated in the week long Science Academy. At the end of the week, the family members were invited to attend presentations given by the students.

Students receive hands on training of building hydroponics systems
Photo provided by Daniel Herr

UNCG's Role: Teaching and Service
County: Guilford
Campus Partners: Daniel Herr, Joint School of Nanoscience and Nanoengineering
Community Partners: Canterbury School

UNCG — Hayes—Taylor IMLS Sparks! Ignition Grant

The Libraries' Digital Project Unit partnered with the Hayes-Taylor YMCA and at-risk teens in East and Southeast Greensboro to complete the process of identifying, cataloging, and digitally preserving historically valuable community materials. This year, 7 students from the Y's Achievers program participated. The students received job training skills and learned about the history of Greensboro.

UNCG's Role: Teaching, Research, and Service
County: Guilford
Campus Partners:
David Gwynn, Electronic Resources and Information Technology Department, University Libraries
Community Partners:
Hayes-Taylor YMCA

Above: Student receiving training on the use of digital cameras.
Right: Students take pictures of old advertisements
Photos by David Gwynn

Stories of Community-Engagement and Economic Development

The UNC General Administration Metrics Report required three to five stories about exemplary projects, or initiatives that make a positive and profound impact on the quality of life in North Carolina (and/or awards received for them). All the stories include a description of the project; quotes from individuals on and off campus; the impacts and outcomes; an explanation of why the project matters; the next steps for the project; and creative images or pictures.

In addition to the above requirement, there are two requirements for the focus of the story. First, one study should focus on economic development. This story should discuss a project that is positively supporting the local, regional, or state economy through its actions. And second, on story should address the topic of student co-curricular engagement. This story should discuss a project that is co-curricular engagement, which is an activity by students that meets community needs and is unaffiliated with an academic course.

The stories were written and produced by staff from the Office of Research and Economic Development and the Office of Leadership and Service-Learning.

Fighting Food Insecurity
As of 2015, Greensboro and High Point are tied for the highest rates of food deserts in the United States. This story talks about how UNCG's Department of Communication Studies and various community partners are developing different plans to help solve the problem and help all residents gain access to nutritional foods.

Go Center, HQ Greensboro, and ThinkHouseU
UNCG is increasingly collaborating with many public and private community partners to pursue new opportunities to increase the economic vitality of the region. UNCG is actively engaged on a number of initiatives within the community. This story discusses 3 projects: Global Opportunities Center, the Joint UNCG and NC-A&T University Engagement Office at HQ Greensboro, and ThinkHouseU.

Hunger and Homelessness Awareness Week
Each year, the Office of Leadership and Service-Learning organizes a week of community service and related events for the national Hunger & Homelessness Awareness Week in November. In 2014-2015, over 150 students completed 440 hours of community service.

Natural Products vs. Drug-Resistant Infections
Dr. Nadja Cech, Biochemistry Department, is performing grant funded research on the role Hydrastis canadensis (goldenseal) may play in treating a well-known, drug-resistant bacterium. However, the passionate researcher is quick to emphasize that this grant has financial, academic, and community impacts way beyond her own research.

Nonprofit Evaluation Support Program
This story discusses the Nonprofit Evaluation Support Program (NESP) and the impact it is having on the nonprofits in the area. NESP was created by the Office of Assessment, Evaluation, and Research Services, housed within the Department of Educational Research Methodology, and UNCG SERVE Center.

building healthy lives and vibrant communities

FIGHTING FOOD INSECURITY

Food deserts. The term may elicit dry, distant wastelands, but the reality is much closer to home. Food deserts are metropolitan nutritional deserts in which residents have limited access to healthy food. They are often located in neighborhoods with the highest poverty rates, the highest ethnic and racial minority populations, and the highest rates of chronic health problems. As of 2015, Greensboro and High Point are tied for the the highest rates of food hardship in the U.S.

Several local organizations have stepped up to the plate to address this rising problem. In order to have the most impact, leaders first need to help the community understand the issue at hand, and then coordinate their efforts. That's where Dr. Marianne LeGreco steps in.

LeGreco is an associate professor of communication studies at UNCG, where she combines her expertise in communication with her interest in food systems. She was the co-creator of a year-long Food Policy Think Tank for students at UNCG, and has worked with school meal programs in Arizona and community food programs in North Carolina. She advocates to improve awareness of food insecurity, and she uses her prowess and connections in her field to further collaboration between local organizations trying to eliminate food insecurity.

A vital component of successfully eliminating food deserts is consistent communication amongst different organizations within the Triad. "A lot of different people are in their own little pocket, and they'll talk to each other every once in a while but there's no really effective networking going on," LeGreco says.

That is why LeGreco, along with partners from the Guilford County government, Greensboro-area universities, and other local organizations, created the Guilford Food Council. Since 2013, the Council has provided a networking space for people and organizations involved in the Guilford County food system. Through the Council and other related projects, LeGreco creates productive dialogue, helping transform ideas into realistic plans.

The Council unifies a plethora of partners and projects. One example is the City Oasis Project, an urban farm located in east Greensboro that grows food year-round. The project is a collaboration among Vision Tree Community Development Corporation, Guilford County Department of Health and Human Services (GCDHHS), the Warnersville Community, and the UNCG Department of Communication Studies.

The City Oasis Project recently began selling food through the Mobile Oasis Mobile Farmer's Market – a market on wheels started by GCDHHS and the City of Greensboro. The mobile market brings fresh produce directly into food deserts, eliminating transportation costs and time constraints for residents, while also providing jobs and revenue to the area.

When encouraging the public to learn about food deserts, LeGreco educates citizens on the food system as a whole, which includes growing, transportation, and sales. The City Oasis Project and the Mobile Oasis Mobile Farmer's Market address growing and transportation, but produce can be expensive for low-income households. To improve the sales side of the equation, the mobile market will accepting SNAP/EBT and implementing programs such as frequent buyer cards and food stamp incentives.

"I think [one of the most] challenging things that we face is that it's really easy to talk about the ideas, but when it comes to actually following through with the details, because the details are what gets it done, that process of connecting ideas to details is very difficult," LeGreco says, "And so what I hope to be able to do, in terms of food systems, is to help connect all of these really amazing ideas we have when it comes to food to the details that can actually see them through to the end."

Learn More

"Vibrant food systems - redux." Jul 28, 2015. http://tedxtalks.ted.com/video/Vibrant-food-systems-redux-Mari

"Crossing the Food Dessert." Mar 4, 2015. http://yesweekly.com/article-19522-crossing-the-food-desert.html

"Mobile market to address food deserts makes progress." Sept. 10, 2014. http://triad-city-beat.com/mobile-market-to-address-food-deserts-makes-progress/

"Building vibrant food systems: Marianne LeGreco TEDxGreensboro." Jun 18, 2014. https://www.youtube.com/watch?v=MOOk5YD3IcA

"City Oasis could bring jobs, food and better health to Greensboro's poorest neighborhood." Oct 28, 2013. http://www.journalnow.com/business/business_news/local/city-oasis-could-bring-jobs-food-and-better-health-to/article_0c375d66-3f7a-11e3-b0f9-001a4bcf6878.html

"Oasis project: the goal is to create an urban farm at a church." Oct 27, 2013. http://www.greensboro.com/news/oasis-project-the-goal-is-to-create-an-urban-farm/article_400cc6be-a54d-5806-b53a-ecbf5e5419dd.html

"Leading the Way: UNCG introduces new food policy think tank." Apr 11, 2011. http://newsandfeatures.uncg.edu/leading-the-way-uncg-introduces-new-food-policy-think-tank/

Collaborators

City of Greensboro
City Oasis Project
Guilford County Cooperative Extension
Guilford County Department of Health & Human Services
Guilford Food Council
NC A&T
Prince of Peace Lutheran Church
UNCG Department of Communication Studies
Urban Harvest
Vision Tree

UNCG

building healthy lives and vibrant communities

GO CENTER, HQ GREENSBORO, AND THINKHOUSEU

UNCG is increasingly collaborating with many public and private community partners to pursue new opportunities to increase the economic vitality of the region. We're actively engaged on a number of initiatives with the City of Greensboro, Greensboro CEOs for Cities cluster, the Greensboro Partnership, HQ Greensboro, the Nussbaum Center and many others. Projects include the Global Opportunities Center, the Joint UNCG and NCAT University Engagement Office at HQ Greensboro, and ThinkHouseU.

Global Opportunities Center

On August 18, 2015, the Global Opportunities Center won first place and $500,000 in the Greensboro Strong Cities Strong Communities (SC2) Challenge. The GO Center is a proposed one-stop global engagement shop that will leverage the resources of academic, businesses and community partners by connecting and educating students and businesses in innovative ways that result in new global business and career opportunities.

The center is a collaboration among all of the Greensboro-area colleges and universities, the NC Small Business and Technology Development Center, the US Commercial Service, the Greensboro Partnership, the City of Greensboro, and many other local and regional partners. Building on Greensboro's strong global history and significant global assets, the Global

Opportunities Center is a bold concept offering a unique opportunity to building a global brand for Greensboro, attract and retain talent and create new business and employment opportunities.

Joint UNCG & NCAT University Engagement Office

On August 19, 2015, UNCG and NCAT opened a shared University Engagement Office at HQ Greensboro. HQ Greensboro is a shared workspace for startup businesses designed to empower, foster, and cultivate companies that produce long-term job growth and positive social impact. Entrepreneurs involved with the downtown initiative have access to flexible, affordable office space as well as a trusted support community.

UNCG and NCAT established the office in HQ Greensboro to increase the visibility and accessibility of university entrepreneurship, innovation, and engagement initiatives and to provide better connectivity to a broad array of university resources in Greensboro.

The office will be operated by a rotating team of existing staff from UNCG's Office of Innovation Commercialization, UNCG's NC Entrepreneurship Center, and NCA&T's Office of Outreach and Economic Development. Staff will provide regular office hours accessible to HQ Greensboro members

and visitors.

Many university events that are open to the general public will also be held in HQ Greensboro's event space. A separate space will also be available for UNCG spinouts. UNCG is excited about the potential this offers for local universities to develop a stronger community presence and become an even more integral part of Greensboro's vibrant innovation and entrepreneurship ecosystem. There's a lot of buzz happening downtown and this literally puts UNCG in the thick of it. Through the office at HQ Greensboro, UNCG will be able to connect more students, faculty, and staff with the business community and engage more businesses and community members, creating valuable connections and ultimately new companies and jobs.

ThinkHouseU

This fall UNCG is serving as a national pilot site for ThinkHouseU, an innovative program for college students exploring entrepreneurship. Raleigh-based Forward Impact and UNCG have partnered to renovate a house near UNCG's campus to serve the Greensboro-area program participants. UNCG is also organizing learning and networking opportunities for the ThinkHouseU Fellows, to help them cultivate their ideas and accelerate their own leadership development.

Fellows will take part in intensive programming including two day retreats and guidance through a proven startup process. They will be paired with mentors in the Growing Entrepreneurs by Mentoring Students program and will receive bi-monthly one-on-one consultation with the UNCG NC Entrepreneurship Center. Fellows will also have the opportunity to pitch to investors and other community stakeholders in two Pitch Days, one in Greensboro and one in Raleigh.

Finally, Fellows will receive membership at HQ Greensboro, where they can take part in more programs for entrepreneurs and build connections with the larger startup and innovation ecosystem in Greensboro and across North Carolina.

The ThinkHouseU concept is modeled on Forward Impact's existing ThinkHouse in Raleigh, where recent college graduates receive extensive support in building scalable companies. Forward Impact, which developed HQ Raleigh (a partner organization of HQ Greensboro), is also opening a TeachHouse in Durham for public school teachers who are recent graduates of Duke University's Program for Education.

"Our goal is to open dozens of entrepreneurial living-learning communities across the United States over the next few years, and we are excited to partner with UNCG in pioneering the ThinkHouseU concept," said Christopher Gergen, CEO of Forward Impact and Innovator in Residence at Greensboro's Center for Creative Leadership. "We believe it offers a powerful forum for unleashing the full potential of our next generation of entrepreneurial leaders and a way for communities like Greensboro to attract and retain high potential talent."

Learn More

"UNCG group wins $500,000 for idea to improve Greensboro." http://www.greensboro.com/news/uncg-group-wins-for-idea-to-improve-greensboro-video/article_209d08c0-b57c-5383-8a7b-9ddac7ab9cdc.html

"Global Opportunities Center garners $500,000 grant for Greensboro." http://newsandfeatures.uncg.edu/global-opportunities-center-grant/

"Thinking of starting a small business? Check out this new collaboration." http://www.bizjournals.com/triad/news/Th2015/04/13/thinking-of-starting-a-small-business-check-out.html

"UNCG, NC A&T open university engagement office at HQ Greensboro." http://research.uncg.edu/spotlight/uncg-and-nc-at-to-open-university-engagement-office-at-hq-greensboro/

"ThinkHouseU concept hopes to capture earlier stages of entrepreneurial spirit." http://www.bizjournals.com/triad/print-edition/2015/04/24/thinkhouseu-concept-hopes-to-capture-earlier.html

Collaborators

GO Center
Bennett College
Boundless Impact
City of Greensboro
Elon University
Greensboro College
Greensboro Partnership
Guilford College
GTCC
NC A&T
NC Small Business and Technology Development Center
Nussbaum Center for Entrepreneurship
Piedmont Triad Partnership
UNCG Office of Research and Economic Development
US Commercial Service

UNCG & NCAT University Engagement Office
HQ Greensboro
NC A&T Office of Outreach and Economic Development
UNCG NC Entrepreneurship Center
UNCG Office of Innovation Commercialization
UNCG Office of Research and Economic Development

ThinkHouseU
Forward Impact
ThinkHouseU
UNCG NC Entrepreneurship Center
UNCG Office of Research and Economic Development

building healthy lives and vibrant communities
HUNGER AND HOMELESSNESS AWARENESS WEEK

Each year UNCG recognizes national Hunger & Homelessness Awareness Week in November with a week of community service and related events. This week is organized by a dedicated committee of student volunteers advised by the North Carolina Campus Compact AmeriCorps VISTA member housed in UNCG's Office of Leadership and Service Learning. The week's collaborative events resulted in the participation of over 150 students in 440 hours of community service.

The week began on Monday with a service project with Food Not Bombs. UNCG students worked with this organization to provide a healthy meal to guests at the Interactive Resource Center, an organization that assists people who are experiencing homelessness. In addition to helping prepare and serve the meal, students built community with guests by eating with them, engaging in conversation, and playing card games.

On Tuesday, UNCG basketball fans cheered the winners of the Soup for Hoops Competition, an award given at half-time to the student organization that donated the most food to Spartan Open Pantry. Student groups had been working for four weeks to gather the most nonperishable food items. Over 500 items of food were donated as a result of the competition.

Wednesday and Thursday saw both a panel discussion with community partner organizations that work with issues of hunger and homelessness and a screening of "Something You Can Call Home," a documentary highlighting the changing face of homelessness. These events were organized by the planning committee to help students engage in more meaningful and informed service around the topics of the week.

Friday was the largest service day of the week. UNCG's Housing and Residence Life, Dean of Students Office, and Campus Activities and Programs hosted a meal packing for the international hunger-relief organization Stop Hunger Now. Over 14,000 meals were packed by the 80 student volunteers that participated. The meals contain rice, soy, dehydrated vegetables and a flavoring mix that contains 21 essential vitamins and minerals. Meals are shipped around the world to communities in need.

"Although we know where our next meal is coming from with meal plans and we have roofs over our heads with residence halls, not everyone has that, and this is something little that we can do to help a lot of people because one package feeds 6 people," said student volunteer Blaze Jarrell.

UNCG's official motto is "Service," and students have been involved in service projects since the school's inception. During the 2013-14 academic year, UNCG students performed over 1,060,829 hours of community service. Kristina Snader, assistant director for community engagement in UNCG's Office of Leadership and Service-Learning, said, "Opportunities for involvement, like those through Hunger & Homelessness Awareness Week are often the first step in students creating connections to the Greensboro community. Our community partners do a lot to educate students about community needs and why their organizations exist." Hunger and Homelessness Awareness Week is one of several major one-day service events sponsored by the university. Many students also participate in the Spartan Service Day in August. In addition, there are a number of service trips throughout the year in which students travel to other communities to volunteer for a wide range of projects.

Learn More

"UNCG Students Pack Over 14,000 Meals To Stop Hunger." http://www.wfmynews2.com/story/news/local/2014/11/21/uncg-university-of-north-carolina-greensboro-hunger-homeless-students-stop-hunger-now/19336813/

"Hunger projects, big and small, at UNCG." http://communityengagement.uncg.edu/hunger-projects-big-and-small-at-uncg/

Collaborators

AmeriCorps
Food Not Bombs
Interactive Resource Center
North Carolina Campus Compact
Spartan Open Pantry
Stop Hunger Now
UNCG Campus Activities and Programs
UNCG Housing and Residence Life
UNCG Office of Leadership and Service-Learning
UNCG Dean of Students Office

building healthy lives and vibrant communities

NATURAL PRODUCTS VS. DRUG-RESISTANT INFECTIONS

Students. Faculty. Economy. Community. The impact of UNCG Biochemistry professor Dr. Nadja Cech's $1.25 million R01 grant is hard to overstate. The grant allows Cech to examine the role Hydrastis canadensis (goldenseal) could have in treating methicillin-resistant Staphylococcus aureus (MRSA), a well-known drug-resistant bacterium. However, the passionate researcher is quick to emphasize that this grant has financial, academic, and community impacts way beyond her own research. From goldenseal farmers in western North Carolina to undergraduate researchers in the UNCG biology department, there is a complex network of people and organizations benefiting from Dr. Cech's R01 grant. The funding has given Cech the resources to create new knowledge, enrich student learning, and work alongside community partners.

According to the CDC, MRSA caused over 11,000 deaths in 2011 alone. The annual nationwide cost to treat these infections has been estimated at between 3.2 billion and 4.2 billion. Cech hopes that goldenseal, an herb traditionally used to treat infections and inflammation, can produce an alternative strategy to combat MRSA. But she is not seeking a single compound within goldenseal as her magic bullet – she thinks the magic might be in the mixture.

"There is a very big difference between using traditional medicines that are complex mixtures of many, many molecules together, than there is with the pharmaceutical approach

of using a single isolated compound to treat a particular condition," Cech explains.

An antibiotic uses a single mechanism to kill bacteria. Such treatments are initially effective, but bacteria will inevitably develop resistance to them.

Traditional botanical medicines are mixtures of multiple compounds that can fight infections in multiple ways. One molecule may improve the efficacy of another, and different molecules may interrupt diverse bacterial functions. Some compounds may even fight infections without directly harming the invading bacteria. Such 'anti-virulence' compounds reduce the impact of the infection on host health, giving the host's own immune system time to clear an infection.

As Cech works to identify the compounds responsible for goldenseal's antimicrobial activity and their mechanisms of action, her project becomes more than a case study on the advantages of botanical medicines. The analytical chemist is also discovering the most effective methods for determining how molecular compounds interact within complex mixtures, which will be important for future research.

To conduct her studies, Cech relies on collaborations with farmers in western North Carolina such as Bill Burch (pictured below). Burch is the owner of the small business Bearwallow Ginseng, and has worked with Cech for the past eight years,

providing plant material for her studies. In return, Cech and her research team share the results of their scientific investigations with the farmers that grow the plants and the manufacturers that make them into medicines. The ultimate goal is to help farmers and supplement companies produce a higher quality, more effective product - just one example of the many ripple effects that funded scientific research have on the greater community.

Dr. Cech's fascination with botanical medicines and their uses has roots in her childhood on her parents' organic herb farm. The precocious student developed an interest in chemistry at Southern Oregon University, where she completed her bachelor's degree at the age of 19. During her undergraduate years, Cech investigated the blood markers of bald eagles to solve wildlife crimes – a project she undertook with a favorite chemistry professor and the National Fish and Wildlife Forensics Laboratory. Her research introduced her to advanced techniques such as electrospray ionization mass spectrometry – a rare experience for an undergraduate student – and ultimately led her to a PhD in analytical chemistry at the University of New Mexico. Cech was finally able to combine her interest in plants and analytical chemistry when she came to UNCG in 2001 and received her first internally funded research grant on goldenseal.

Cech knows first-hand the value of involving undergraduates in scientific research, so she works hard to offer those experiences to students at UNCG. "One of the most important things we do is engaging undergraduate students," she says. "Because for undergrads, they don't necessarily know whether they are going into research or even science as a career yet.

And so we get them physically into the lab, doing these experiments early on." These students form the backbone of her research process.

The grant also involves Dr. Nicholas Oberlies, a co-investigator who studies fungi, including those that grow inside goldenseal plants. "[The funding] impacts many people," says Cech, referring to the complex network of students, faculty, and community members involved in her project. "Really what is important is that this is a whole organism that is sustained by this grant money."

Learn More

Video series on Dr. Cech at http://research.uncg.edu/spotlight/nadja-cech-an-r01-investigation/

SBIR grant at https://sbirsource.com/sbir/awards/99236-development-of-research-grade-goldenseal-phase-ii

Collaborators

Bearwallow Ginseng
UNCG Department of Chemistry and Biochemistry
UNCG Natural Products and Drug Discovery Center

Do something bigger altogether

building healthy lives and vibrant communities

NONPROFIT EVALUATION SUPPORT PROGRAM

UNCG's Department of Educational Research Methodology (ERM) is making a big impact in the Piedmont Triad by pairing up graduate students seeking real world experience and local nonprofits looking to evaluate their program's efficacy.

OAERS – the Office of Assessment, Evaluation and Research Services – is an organization within ERM that pairs graduate students in ERM with clients who need to evaluate a program, conduct a survey or do some other kind of assessment.

Students gain hands-on experience and clients receive exceptional service, says Dr. Randy Penfield, chair of the Department of Educational Research Methodology. "Everything about OAERS is about giving students practical learning experiences," he says. "That's what I find exciting about it." OAERS also has also worked closely with the SERVE Center at UNCG, a research, development, dissemination, evaluation and technical assistance center, which works with educators and policymakers to improve education. "Sometimes SERVE picks up a big contract and needs worker bees," Penfield says.

While clients within the OAERS program vary widely, including everything from U.S. Lacrosse to Physicians for Peace, there is one group for which program evaluation is especially important: nonprofits.

"There is a tremendous need in Guilford County for nonprofit

organizations to evaluate how they are doing," says Dr. Penfield. A well-crafted program evaluation helps to ensure that programs are actually accomplishing their intended goals, provides accountability to funders, and helps map plans for the future. But only 28 percent of nonprofit organizations have the capacity to meaningfully engage in evaluation, according to a 2012 report from Innovation Network, Inc.

To meet those needs, OAERS and one of UNCG's research and technical assistance centers, SERVE, came together to create the Nonprofit Evaluation Support Program, or NESP. The type of analysis performed by ERM students helps nonprofits strengthen their reports with objective data and provides evidence for continued or increased funding.

To date, NESP has hosted five pilot projects, providing over 1,000 hours of direct support to a variety of nonprofits including Backpack Beginnings, The Barnabas Network, The Music Academy of North Carolina, Aging, Disability, and Transit Services of Rockingham County, and the Central Carolina Health Network.

At the Barnabas Network, a nonprofit that provides gently used and refurbished furniture to those in need, NESP helped develop an evaluation plan to address questions of program implementation and impact. "NESP created a plan for us to evaluate our effectiveness – they sat down with us one-on-one and talked with us about our organization, including

everything from what we wanted to learn from the evaluation, to what our capabilities were for gathering the necessary information," said Erin Stratford-Owens, executive director of the Barnabas Network. "The NESP team created a quality impact assessment that we will be able to use and modify as our systems, goals, and strategy shift through time."

Learn More

http://nesp.wp.uncg.edu/

"OAERS program provides real-world opportunities for program evaluation." April 15, 2014. http://educatemag. blogspot.com/2014/04/school-of-education-research-supports.html

Collaborators

Aging, Disability, and Transit Services of Rockingham County
Backpack Beginnings
Barnabas Network
Central Carolina Health Network
Guilford Nonprofit Consortium
Music Academy of North Carolina
UNCG Department of Educational Research Methodology
UNCG Institute for Community and Economic Engagement
UNCG SERVE Center

Want to learn more?

UNCG's Institute for Community and Economic Engagement has created a number of scholarly publications, which are publicly accessible from http://communityengagement.uncg.edu/publicastions-reports
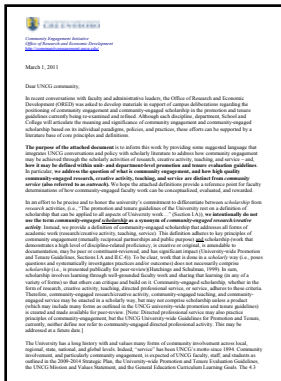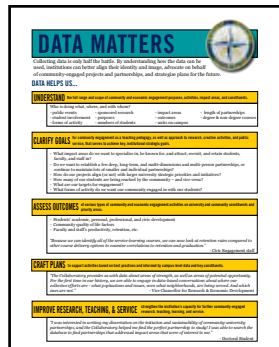

UNC Engagement Report 2015

Terms and Definitions for Community Engagement in UNCG Promotion and Tenure Guidelines
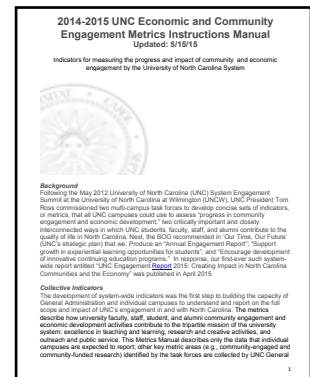
2014-15 UNC Community and Economic Engagement Metrics Manual
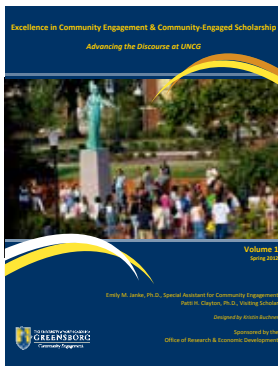
Data Matters

Excellence in Community Engagement and Community-Engaged Scholarship: Advancing the Discourse at UNCG (Vol. 1)

UNCG's 2015 Re-Application for Carnegie's Community Engagement Elective Classification
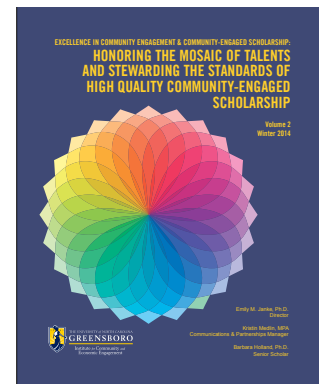
Excellence in Community Engagement & Community-Engaged Scholarship: Honoring the Mosaic of Talents and Stewarding the Standards of High Quality Community-Engaged Scholarship (Vol. 2)

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