President's Higher Education Community Service Honor Roll Application

**Program Purpose:** The President's Higher Education Community Service Honor Roll recognizes higher education institutions that reflect the values of exemplary community service and achieve meaningful outcomes in their communities. The Honor Roll is part of the Corporation for National and Community Service’s strategic commitment to engage millions of college students in service and celebrate the critical role of higher education in strengthening communities.

The President’s Interfaith and Community Service Campus Challenge is a parallel national initiative that was launched in 2011, based on recommendations from President Obama's inaugural Advisory Council on Faith-based and Neighborhood Partnerships. Administered by The White House Office of Faith-based and Neighborhood Partnerships and the Center for Faith-based and Neighborhood Partnerships within the Department of Education, the President’s Challenge invites institutions of higher education to commit to a year of interfaith cooperation and community service programming. Over 400 colleges and universities and nearly 200,000 people to date have been involved in advancing interfaith service in their communities.

Starting this year, the President’s Challenge will be integrated with the Honor Roll, creating a new recognition category. This track recognizes higher education institutions that reflect the values of exemplary interfaith community service. Interfaith Community Service involves people from different religious and secular backgrounds tackling community challenges together while building meaningful relationships across lines of difference.

Presidential Awards are made for General Community Service, Education, Economic Opportunity, and Interfaith Community Service category.

**Uses of information:** Information provided in the "exemplary project" descriptions may be published in connection with the Honor Roll on the Corporation for National and Community Service (CNCS) website and partner websites. Information provided by this collection will be held solely by CNCS staff and partner agencies/organizations.

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**Institutional Information**

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<tr>
<th>Institution of Higher Education:</th>
<th>University of North Carolina at Greensboro</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of chief executive officer</td>
<td>First name: Linda</td>
</tr>
<tr>
<td></td>
<td>Last name: Brady</td>
</tr>
<tr>
<td></td>
<td>Title (President, Chancellor, other):</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Mailing Address</td>
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<td>Street Line 2: P.O. Box 26170</td>
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<tr>
<td></td>
<td>State: North Carolina</td>
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<tr>
<td>Interfaith Community Service Staff Lead (Required only for &quot;Interfaith Community Service&quot;)</td>
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<tbody>
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<td>and 8-digit OPEID number</td>
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<table>
<thead>
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<th>Total student enrollment (graduate and undergraduate, full- and part-time)</th>
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Institutional type (check one)

- Two-year public
- Two-year private
- Four-year public
- Four-year private
- Graduate students only, public
- Graduate students only, private
- Other (please describe)

Please describe: ________________________________

Minority-serving institution (check as appropriate)

- Alaska Native Serving Institution
- Asian American and Pacific Islander Serving Institution
- Hispanic Serving Institution
- Historically Black College/ University
- Native Hawaiian Serving Institution
- Native-American Serving (Non-Tribal) Institution
- Predominately Black Institution
- Predominately Minority Population Community College
- Tribally Controlled College/University

Have you ever been a member of the Honor Roll?

- Yes
- No
- Don’t know/ data not available

If yes, have you ever emphasized in your marketing materials (website, brochures, etc.) membership on the Honor Roll?

- Yes
- No
- Don’t know/ data not available

How did your institution learn about the Honor Roll?
program? (Indicate all that apply):

- ACE Annual Meeting
- CNCS's letter to higher education chief executives
- Media advertisement
- Media news story
- National Conference on Volunteering and Service
- Other
- Outreach (website, newsletter, etc.) by CNCS or its programs
- Outreach by another higher education organization
- Outreach by Campus Compact

Definitions

Community service means: activities designed to improve the quality of life of off-campus community residents, particularly low-income individuals. Community service activities may include but are not limited to: academic service-learning, co-curricular service-learning (not part of an academic course, but utilizing service-learning elements), and other co-curricular student volunteer activities, as well as Federal Work-Study community service and paid community service internships. Community service includes both direct service to citizens (e.g., serving food to the needy) and indirect service (e.g., assessing community nutrition needs or managing a food bank).

Interfaith community service means: the above service activities with intentional interfaith engagement components incorporated including (but not limited to) post-service reflection on interfaith collaboration, service-issue themed interfaith dialogue, religiously diverse and secular service organizers and participants, service partnerships with faith-based and secular community organizations, student enrollment in interfaith curriculum coupled with service hour requirements.

Academic service-learning means: service that is integrated with academic course content. It may involve direct or indirect service, and may include academic research.

CNCS programs include: AmeriCorps VISTA, AmeriCorps State and National, AmeriCorps NCCC, Senior Corps, and Social Innovation Fund.

Academic term means: quarter, semester or trimester.

****All estimates requested in this application are for the 12-month period ending June 30, 2013 ****

Institutional Commitment to Community Service Statement

Describe your institution’s commitment to community service; provide the background and context of this commitment and brief, varied examples of how it is demonstrated on campus and in the institutional culture. This is your opportunity to explain the culture of community service that exists at the institution and the impact that this culture has on the community.

This statement MUST include:

- Detailed discussion of the institutional commitment to community service, including:
  - Explanation of the commitment of institutional resources to support service (for example staffing, budgeting, etc.)
  - Brief examples of this institutional culture of community service as it is integrated into campus activities (for example campus service officer, service-learning courses, or days of service)
• Explanation of how that institutional commitment is implemented in the campus culture, academic programming and extracurricular activities
• Discussion of the impact and effect of this commitment to service in the community
• Description of the conditions in the community that drove your institution to engage in service

If you are applying for the Interfaith Community Service Category, describe your institution’s commitment to Interfaith Community Service through intentional interfaith engagement and how this ties into the commitment to service. Please provide all of the above background, context, and examples to explain the culture of interfaith cooperation that exists at the institution and how this enhances the service work of your institutions and its impact on the community.
Please discuss in detail the institutional commitment to interfaith engagement, including:
• Explanation of the commitment of institutional resources to support interfaith engagement
• Brief examples of this institutional culture of interfaith engagement as it is integrated into campus activities

The University motto since 1893, “Service” continues to be a guiding principle put into practice through all aspects of university life. Its commitment to service is a key reason why UNCG proposes 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” (Vision Statement, 2012). The strategic plan and stated learning outcomes align with the University mission with a commitment to “develop a capacity for active citizenship, ethics, social responsibility, personal growth and skills for lifelong learning in a global society (Gen. Ed. Goals, 2010).”

In 2002, UNCG created the Office of Leadership and Service-Learning (OLSL). OLSL’s three programmatic areas provide opportunities for increasingly complex and differentiated co-curricular and curricular engagement while developing leadership through community action. OLSL maintains an extensive community partner database accessible to the UNCG community with links to volunteer opportunities, engaged faculty, service-learning partners, student leaders and bus routes.

In 2006, an official service-learning designation was incorporated into course registration, which identifies courses that meet UNCG standards for academic service-learning. OLSL, a key catalyst for positive social change through civically engaged learning in and out of the classroom, supports curriculum and partnership development for student learning.

In 2008, the Carnegie Foundation recognized UNCG as an Engaged Campus in both Curricular Engagement and Outreach and Partnerships. In 2014, UNCG will apply to renew these classifications. In 2009, UNCG was the first UNC system institution to approve new tenure and promotion policies to reflect recognition and rewards for engaged scholarship that integrates teaching, research, and public service.

2010 launched an initiative to foster institution-wide capacity building for community engagement, and UNCG continues to build an infrastructure to support engagement initiatives identified in the strategic plan. Several undergraduate and graduate programs (including Peace and Conflict Studies, Educational Leadership and Cultural Foundations, Interior Architecture and Communication Studies) now engage students in service-learning as part of the degree requirement. Annually, Undergraduate Research, The Graduate School, and OLSL earmark significant funding awards for faculty, undergraduate and graduate students, and community partner teams to engage in community based research. At both the department and school level, some disciplines, such as Health and Human Sciences, have appointed Directors of Community Engagement. UNCG’s most recent Capital Campaign designated
more than $10 million to support community engagement efforts including $2M for the Center for Youth, Family and Community Partnerships and $.25M to the Center for New North Carolinians (CNNC) immigrant and refugee services (Greensboro is a Federal refugee resettlement site). An exemplar of true community-university partnership, CNNC has the unique distinction of being the only organization housed within the University that receives United Way recognition. Recently, the Office of Research and Economic Development re-launched the Institute for Community and Economic Engagement (ICEE) in response to Strategic Goal 4.3 to establish an “office” to support community engagement university-wide. ICEE provides a highly visible point of contact for the external community seeking campus activities related to community and economic development. Together ICEE and OLSL provide support for UNCG faculty, staff and students interested in community engaged research, teaching and scholarship.

Most recently, UNCG has implemented targeted programming through NASPA’s Civic Learning and Democratic Engagement initiative and AASCU’s American Democracy Project.

Apply for Competition

Indicate which categories your institution is applying for

☑ General Community Service

☐ Education

☑ Economic Opportunity

☐ Interfaith Community Service

Would you like more information about the Presidents Interfaith and Community Service Campus Challenge?

☐ Yes

☒ No
Definitions:

Scope assesses the breadth and depth of the project. Factors include: number of students serving (relative to school size), time dedicated to service, institutional staff support, participation and time committed, expertise utilized, collaboration with other organizations, leveraging of college or university, and community resources, and innovative use of creative solutions to address local problems.

Evidence of Project Effectiveness includes the estimated number of individuals served, and measurable effects of service in the community (e.g., number of houses cleaned, renovated, built, etc.).

Impact on Community describes either short- or long-term benefits of the service to the community. The project will be assessed on the evidence provided to demonstrate measurable impacts on the community.

Required fields are marked with a red asterisk (*)

General Community Service Category
Project 1

Project title: Dancers Connect

In this category, select one (1) service project that best exemplifies the “Institutional Commitment to Service” statement. This category provides the opportunity to explain, in detail, the service project, the connection of the project to the larger institutional commitment to community service, and the impact of this service in the community.

The project selected for this category should be the one that most clearly aligns with the Institutional Commitment to Service Statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service, and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness, and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
  - Who from your institution participates in the service (faculty, teachers, students, etc.)
  - Who benefits from the service;
  - Detailed evidence, including quantification, and description of the project’s benefits to the population served
- Clear connection to the Institutional Commitment to Service Statement.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective
- Indication of whether student participation was during regular academic sessions or during summer or other breaks or as part of curricula or extra-curricular activities (indicate frequency of service)
- Collaborations with community agencies, including K-12 schools
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have an impact. (See Application Guidance for definition.)

Dancers connect serves the UNCG community by offering free dance classes for children in the community, ages 7 - 11. Graduate students developed the curriculum, and both graduate and undergraduate students participate in the teaching. Dancers Connect offers students an experience above what they get at most dance studios, beyond the standard ballet, tap and jazz. Participating children work in teams to create dances that culminate in a recital, sans elaborate costumes, at the end of the 10-week classes. Students develop a full understanding of dance from the perspective of artists, as creators. Volunteer graduate and undergraduate students gain valuable teaching experience and develop civic engagement skills.

Total Number of Participating Students: 15

Page: 8
Curricular Projects:

| Students Participating in Extra-Curricular Projects: | 20 |

Number of Student Hours Served: 620

Number of Participating Faculty/Staff: 1

Number of Faculty/Staff Hours Served:
- Participating in Curricular Projects: 100
- Participating in Extra-Curricular Projects: 180

Estimated Number of Individuals Served: 26

Evidence of Project Effectiveness:

- [ ] Economic Opportunity
  - [ ] Houses built
  - [ ] Meals served
  - [ ] Hours of job training and support provided
  - [ ] Other
- [ ] Education
  - [ ] Students tutored/mentored
  - [ ] Students assisted in undertaking service-learning
  - [ ] Books read
  - [ ] Students taught: 26
- [ ] Environment
  - [ ] Community gardens built
  - [ ] Streams monitored/remediated
  - [ ] Bags of garbage collected
Cans and bottles recycled
Other
Health

Number of people provided with health screenings
Nutrition/healthy living lessons taught
Physical Fitness

Veterans and Deployed Personnel

Veterans assisted with reintegration into the community
Military families assisted
Other

Other
Interfaith Engagement

Number of students who learned something new about a denomination, religion, or secular perspective different than their own
Number of students who committed to participating in future interfaith events
Number of the above students who were first-time participants of an interfaith event
Number of students who met and/or worked with some one of a different denomination, religion, or secular perspective
Number of students who experienced a positive impact on the way they think about a denomination, religion, or secular perspective different than their own

Interfaith Engagement Story: Share one student participant story that best encapsulates the positive attitude toward diversity on religious matters among your student participants. (250 word limit)
Project 2

Project title: Write-On Greensboro

In this category, select one (1) service project that best exemplifies the “Institutional Commitment to Service” statement. This category provides the opportunity to explain, in detail, the service project, the connection of the project to the larger institutional commitment to community service, and the impact of this service in the community.

The project selected for this category should be the one that most clearly aligns with the Institutional Commitment to Service Statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service, and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness, and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
  - Who from your institution participates in the service (faculty, teachers, students, etc.)
  - Who benefits from the service;
  - Detailed evidence, including quantification, and description of the project’s benefits to the population served
  - Clear connection to the Institutional Commitment to Service Statement.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective
- Indication of whether student participation was during regular academic sessions or during summer or other breaks or as part of curricula or extra-curricular activities (indicate frequency of service)
- Collaborations with community agencies, including K-12 schools
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have an impact. (See Application Guidance for definition.)

Write-on Greensboro partners with non-profits to provide free creative writing workshops to community groups. The program is coordinated and executed entirely by MFA students, and partners with groups in the community, from retirement homes and Hospice to the Interactive Resource Center (a day center for individuals experiencing homelessness), to organizations that serve refugees and the Mental Health Association. Classes meet weekly each fall and spring, then participants publish a chapbook of their work at year’s end. Around the table, everyone is a writer. This program equalizes the homeless, jobless, and uneducated. It’s therapeutic and safe for the participants to share their stories and. Participants develop creative writing skills and volunteers gain teaching experience and become engaged citizens.

Total Number of Students
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<td>Participating in Extra-Curricular Projects:</td>
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<td>Estimated Number of Individuals Served</td>
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Evidence of Project Effectiveness

- Economic Opportunity
  - Houses built
  - Meals served
  - Hours of job training and support provided
  - Other
- Education
  - Students tutored/mentored
  - Students assisted in undertaking service-learning
  - Books read
  - Adults mentored: 105
- Environment
  - Community gardens built
  - Streams monitored/remediated
THE PRESIDENT'S
Higher Education Community Service Honor Roll

- Bags of garbage collected
  - Cans and bottles recycled
  - Other

- Health
  - Number of people provided with health screenings
  - Nutrition/healthy living lessons taught
  - Other

- Veterans and Deployed Personnel
  - Veterans assisted with reintegration into the community
    - Military families assisted
  - Other

- Other

- Interfaith Engagement
  - Number of students who learned something new about a denomination, religion, or secular perspective different than their own
  - Number of students who committed to participating in future interfaith events
  - Number of the above students who were first-time participants of an interfaith event
  - Number of students who met and/or worked with some one of a different denomination, religion, or secular perspective
  - Number of students who experienced a positive impact on the way they think about a denomination, religion, or secular perspective different than their own

- Interfaith Engagement Story: Share one student participant story that best encapsulates the positive attitude toward diversity on religious matters among your student participants. (250 word limit)
Project 3

Project title  Love Your Heart/Healthy Foods

In this category, select one (1) service project that best exemplifies the “Institutional Commitment to Service” statement. This category provides the opportunity to explain, in detail, the service project, the connection of the project to the larger institutional commitment to community service, and the impact of this service in the community.

The project selected for this category should be the one that most clearly aligns with the Institutional Commitment to Service Statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service, and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness, and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

• Explanation of the project and indication of the specific service provided, including:
  • Who from your institution participates in the service (faculty, teachers, students, etc.)
  • Who benefits from the service;
  • Detailed evidence, including quantification, and description of the project’s benefits to the population served
• Clear connection to the Institutional Commitment to Service Statement.

A strong project description SHOULD also include:

• Program practices or institutional support elements that were found particularly helpful or effective
• Indication of whether student participation was during regular academic sessions or during summer or other breaks or as part of curricula or extra-curricular activities (indicate frequency of service)
• Collaborations with community agencies, including K-12 schools
• Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have an impact. (See Application Guidance for definition.)

The department of campus recreation serves the Greensboro community by sending students who are certified Group Exercise Instructors and Personal Trainers to present lifelong physical activity classes to K-12 students at local schools. During regularly scheduled physical education classes, K-12 students experience group fitness including Fitness Dance, Boot Camp, and Yoga. These classes promote healthy and active lifestyles among students. This voluntary service program exposes K-12 students to lifelong physical activity and movements other than traditional sports by teaching group fitness classes such as Yoga, Dance Fitness and Boot Camp. Benefits to K-12 students include: learning the importance of an active, healthy lifestyle, improving self-esteem, and understanding healthy behaviors.

Total Number of Students
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<th>Category</th>
<th>Details</th>
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<td>Students</td>
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<td>Hours of job training and support provided</td>
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<td>Other</td>
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<td>Education</td>
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<td>Students assisted in undertaking service-learning</td>
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<td>Books read</td>
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<td>Environment</td>
<td></td>
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<tr>
<td>Community gardens built</td>
<td></td>
</tr>
<tr>
<td>Streams monitored/remediated</td>
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</table>
Bags of garbage collected
Cans and bottles recycled
Other

Health

Number of people provided with health screenings
Nutrition/healthy living lessons taught: 1445
Other

Veterans and Deployed Personnel

Veterans assisted with reintegration into the community
Military families assisted
Other

Other

Interfaith Engagement

Number of students who learned something new about a denomination, religion, or secular perspective different than their own
Number of students who committed to participating in future interfaith events
Number of the above students who were first-time participants of an interfaith event
Number of students who met and/or worked with some one of a different denomination, religion, or secular perspective
Number of students who experienced a positive impact on the way they think about a denomination, religion, or secular perspective different than their own

Interfaith Engagement Story: Share one student participant story that best encapsulates the positive attitude toward diversity on religious matters among your student participants. (250 word limit)
Definitions:

Community service means activities designed to improve the quality of life of off-campus community residents, particularly low-income individuals. Community service activities may include but are not limited to: academic service-learning, co-curricular service-learning (not part of an academic course, but utilizing service-learning elements) and other co-curricular student volunteer activities, as well as Work-Study community service and paid community service internships. Community service includes both direct service to citizens (e.g., serving food to the needy) and indirect service (e.g., assessing community nutrition needs or managing a food bank). Academic service-learning means: service that is integrated with academic course content. It may involve direct or indirect service, and may include academic research.

CNCS programs include: AmeriCorps*VISTA, AmeriCorps*State and National, AmeriCorps*NCCC, Learn and Serve America, and Senior Corps.

Academic term means quarter, semester or trimester.

Notice: Notice: All estimates requested in this application are for the 12-month period ending June 30 of the Honor Roll year.

Required fields are marked with a red asterisk (*)

General Community Service: Student Service Estimates

Estimate:

a. The number of students who engaged in academic service-learning. 7485
b. The number of students who engaged in forms of community service not including the students counted in determining a) (unduplicated count). 4064
c. The total number of students who engaged in community service of any kind (sum of a and b). 11549
d. The number of students who engaged in at least 20 hours of any kind of community service per academic term. 6150
e. The number of students whose service was supported by one or more CNCS programs. 109
f. The total number of all community service hours engaged in by the institutions students. 812581
Definitions:

assesses the breadth and depth of the project. Factors include: number of students serving (relative to school size), time dedicated to service, institutional staff support, participation, and time committed, expertise utilized, collaboration with other organizations, leveraging of college or university and community resources, and innovative use of creative solutions to address local problems.

Evidence of Project Effectiveness includes the estimated number of individuals served, and measurable effects of service in the community (e.g., number of houses cleaned, renovated, built, etc.).

Impact on Community describes either short- or long-term benefits of the service to the community. The project will be assessed on the evidence provided to demonstrate measurable impacts on the community.

Required fields are marked with a red asterisk (*)
Economic Opportunity Section: Project 1

Project Title: Access program at the Center for New North Carolinians

In this category, your institution may apply in one or both of the two categories: Education and Economic Opportunity. A project submitted for the education category should detail the service project, the connection of the project to improving educational outcomes for children and youth in pre-kindergarten through undergraduate education, and the impact of this service. A project submitted for the economic opportunity category should detail the community service project, the connection of the project to improve the financial well-being and security of economically disadvantaged individuals, and the impact of this service.

The projects selected for this category should be the ones that most clearly align with the Institutional Commitment to Service statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
  - Who from your institution participates in the service (faculty, teachers, students, etc.)
  - Who/what benefits from the service
  - Detail evidence, including quantification, and description of the project's benefits to the population served
- Clear connection to the Institutional Commitment to Service statement.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective
- Indication of whether student participation was during regular academic sessions or during summer or other breaks (indicate frequency of service) and if it was part of a course curricula or extracurricular activity
- Collaborations with community agencies, including K-12 schools
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have a impact. (See Application Guidance for definition.)

Through the Access program at the Center for New North Carolinians, students teach English as a Second Language to immigrants and refugees to help prepare them for the job market. Students also provide coaching, resume building, cultural training, mock interviews and computer training to refugees and immigrants. The students also build relationships with employers to find job placements for refugees and immigrants. They also transport participants to job interviews and provide case management after participants are placed into jobs. The impact of this program is statewide, although most UNCG students work in and around Greensboro. In 2012 - 13, 65 clients were placed into jobs as a direct result of the work of UNCG students.
<table>
<thead>
<tr>
<th>Total Number of Participating Students</th>
<th>Students Participating in Curricular Projects:</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students Participating in Extra-Curricular Projects:</td>
<td>109</td>
</tr>
<tr>
<td>Number of Student Hours Served</td>
<td>4484</td>
<td></td>
</tr>
<tr>
<td>Number of Participating Faculty/Staff</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Number of Faculty/Staff Hours Served</td>
<td>Participating in Curricular Projects:</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Participating in Extra-Curricular Projects:</td>
<td>11120</td>
</tr>
<tr>
<td>Estimated Number of Individuals Served</td>
<td>700</td>
<td></td>
</tr>
<tr>
<td>Project Effectiveness</td>
<td>Education</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Economic Opportunity</td>
<td>✔</td>
</tr>
</tbody>
</table>
Economic Opportunity Section: Project 2

Project Title      Empowerment Fund Greensboro

In this category, your institution may apply in one or both of the two categories: Education and Economic Opportunity. A project submitted for the education category should detail the service project, the connection of the project to improving educational outcomes for children and youth in pre-kindergarten through undergraduate education, and the impact of this service. A project submitted for the economic opportunity category should detail the community service project, the connection of the project to improve the financial well-being and security of economically disadvantaged individuals, and the impact of this service. The projects selected for this category should be the ones that most clearly align with the Institutional Commitment to Service statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
  - Who from your institution participates in the service (faculty, teachers, students, etc.)
  - Who/what benefits from the service
  - Detail evidence, including quantification, and description of the project’s benefits to the population served

- Clear connection to the Institutional Commitment to Service statement.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective
- Indication of whether student participation was during regular academic sessions or during summer or other breaks (indicate frequency of service) and if it was part of a course curricula or extracurricular activity
- Collaborations with community agencies, including K-12 schools

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have a impact. (See Application Guidance for definition.)

Empowerment Fund Greensboro provides micro loans to Greensboro citizens experiencing homelessness. The participants are clients of the Interactive Resource Center in Greensboro (IRC) (a day center for individuals experiencing homelessness). The program provides training, business plan development, implementation assistance and support, and micro loans to IRC clients. Empowerment Fund Greensboro is a MFI (Micro Finance Institution) and a member of the Lend for America program, which supports the further development of organizations at universities, interested lending to the poor. The program seeks to build awareness, provide support for vulnerable entrepreneurs, and engage in innovative economic development models. The work of Empowerment Fund Greensboro is accomplished through the work of students in the Social Entrepreneurship course at (UNCG), and a new student run organization called Empowerment Fund Greensboro, local funders, community partners, and the University. Empowerment Fund Greensboro has helped bring attention to homelessness in the local community and provided innovative solutions that might have an impact on the root causes of homelessness. Several business ventures have been created as a result
of the program. One example is a local artist cooperative, which provides the artists with the support they need to produce, market, and sell art to customers. The program provides training that boosts the confidence of the entrepreneurs as they refine their offerings and develop key employment skills.

<table>
<thead>
<tr>
<th>Total Number of Participating Students</th>
<th>Students Participating in Curricular Projects:</th>
<th>49</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students Participating in Extra-Curricular Projects:</td>
<td>10</td>
</tr>
<tr>
<td>Number of Student Hours Served</td>
<td>980</td>
<td></td>
</tr>
<tr>
<td>Number of Participating Faculty/Staff</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Number of Faculty/Staff Hours Served</td>
<td>Participating in Curricular Projects:</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Participating in Extra-Curricular Projects:</td>
<td>66</td>
</tr>
<tr>
<td>Estimated Number of Individuals Served</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Project Effectiveness</td>
<td>☑ Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ Economic Opportunity</td>
<td></td>
</tr>
</tbody>
</table>
Economic Opportunity Section: Project 3

<table>
<thead>
<tr>
<th>Project Title</th>
<th>UNCG Business School Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this category, your institution may apply in one or both of the two categories: Education and Economic Opportunity. A project submitted for the education category should detail the service project, the connection of the project to improving educational outcomes for children and youth in pre-kindergarten through undergraduate education, and the impact of this service. A project submitted for the economic opportunity category should detail the community service project, the connection of the project to improving the financial well-being and security of economically disadvantaged individuals, and the impact of this service. The projects selected for this category should be the ones that most clearly align with the Institutional Commitment to Service statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service and the strongest impact in the community. Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness and Impact on Community. (See Application Guidance for definitions.) This project description MUST include:</td>
<td></td>
</tr>
<tr>
<td>• Explanation of the project and the specific service provided, including:</td>
<td></td>
</tr>
<tr>
<td>• Who from your institution participates in the service (faculty, teachers, students, etc.)</td>
<td></td>
</tr>
<tr>
<td>• Who/what benefits from the service</td>
<td></td>
</tr>
<tr>
<td>• Detail evidence, including quantification, and description of the project's benefits to the population served</td>
<td></td>
</tr>
<tr>
<td>• Clear connection to the Institutional Commitment to Service statement.</td>
<td></td>
</tr>
<tr>
<td>• Program practices or institutional support elements that were found particularly helpful or effective</td>
<td></td>
</tr>
<tr>
<td>• Indication of whether student participation was during regular academic sessions or during summer or other breaks (indicate frequency of service) and if it was part of a course curricula or extracurricular activity</td>
<td></td>
</tr>
<tr>
<td>• Collaborations with community agencies, including K-12 schools</td>
<td></td>
</tr>
<tr>
<td>• Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.</td>
<td></td>
</tr>
<tr>
<td>Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have an impact. (See Application Guidance for definition.)</td>
<td></td>
</tr>
</tbody>
</table>

UNCG has a number of courses, offered through the business school, that offer expertise in economic development to a variety of non-profit organizations in the Greensboro community. For example, students in ENT 300 develop business plans for start-up ventures such as the Christmas stars program at Shalom Community Christian Church. Students in MKT 429 developed business plans for Aging, Disability & Transit Services of Rockingham County and His Glory Child Development Center. Finally, Students in MBA741 work in intensive capstone projects designed to solve a business problem that an organization is facing. Students developed marketing recommendations for the Greensboro Children’s Museum, designed to inspire learning through play in a fun, energetic and safe environment for children up to 10 years of age, helping to define their economic value in the Greensboro/Triad area so that they could explain to donors how their donations were benefiting the community. Another group of students work for the Industries for the Blind, which is a non-profit organization that provides meaningful employment opportunities for people who are blind or visually impaired. Students worked on a capstone to determine how IOB could provide more training on life skills so that...
their clients can be more functional in society.

<table>
<thead>
<tr>
<th>Total Number of Participating Students</th>
<th>Students Participating in Curricular Projects: 21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students Participating in Extra-Curricular Projects: 0</td>
</tr>
<tr>
<td>Number of Student Hours Served</td>
<td>1810</td>
</tr>
<tr>
<td>Number of Participating Faculty/Staff</td>
<td>3</td>
</tr>
<tr>
<td>Number of Faculty/Staff Hours Served</td>
<td>252 Participating in Curricular Projects:</td>
</tr>
<tr>
<td></td>
<td>0 Participating in Extra-Curricular Projects:</td>
</tr>
<tr>
<td>Estimated Number of Individuals Served</td>
<td>200</td>
</tr>
</tbody>
</table>

Project Effectiveness

- Education
- Economic Opportunity
Definitions:

Community service means activities designed to improve the quality of life of off-campus community residents, particularly low-income individuals. Community service activities may include but are not limited to: academic service-learning, co-curricular service-learning (not part of an academic course, but utilizing service-learning elements), and other co-curricular student volunteer activities, as well as Work-Study community service and paid community service internships. Community service includes both direct service to citizens (e.g., serving food to the needy) and indirect service (e.g., assessing community nutrition needs or managing a food bank).

Academic service-learning means: service that is integrated with academic course content. It may involve direct or indirect service, and may include academic research.

CNCS programs include: AmeriCorps*VISTA, AmeriCorps*State and National, AmeriCorps*NCCC, Learn and Serve America, and Senior Corps.

Academic term means quarter, semester or trimester.

Notice: Notice: All estimates requested in this application are for the 12-month period ending June 30 of the Honor Roll year.

Required fields are marked with a red asterisk (*)

Student Service Estimates

Estimate:

a. The number of students who engaged in academic service-learning. 70
b. The number of students who engaged in forms of community service not including the students counted in determining a) (unduplicated count). 119

c. The total number of students who engaged in community service of any kind (sum of a and b). 189
d. The number of students who engaged in at least 20 hours of any kind of community service per academic term. 155
e. The number of students whose service was supported by one or more CNCS programs. 109
f. The total number of all community service hours engaged in by the institutions students. 7274
Institutional Supports for Service

1. Is community service or service-learning explicitly cited in your institution's mission statement or strategic plan?
   - ☐ Yes
   - ☐ No
   - ☐ Don’t know/ data not available

2. Is interfaith community service explicitly cited in your institution's mission statement, or strategic plan, or other key institutional materials?
   - ☐ Yes
   - ☐ No
   - ☐ Don’t know/ data not available
   - ☑ Not applying for interfaith

3. Does the institution make internal budgetary allocations to support service?
   - ☐ Yes
   - ☐ No
   - ☐ Don’t know/ data not available

4. Does the institution make internal budgetary allocations to support interfaith community service?
   - ☐ Yes
   - ☐ No
   - ☐ Don’t know/ data not available
   - ☑ Not applying for interfaith

5. Does the applicant institution have at least one full-time staff member responsible for coordinating student community service or service-learning activities?
   - ☐ Yes
   - ☐ No
   - ☐ Don’t know/ data not available
   - How many? 3

6. Does the applicant institution have at least one full-time staff member responsible for coordinating student interfaith community service?
   - ☐ Yes
   - ☐ No
   - ☐ Don’t know/ data not available
   - ☑ Not applying for interfaith

7. Does the applicant institution provide scholarships or other financial rewards to students for community service?
   - ☐ Yes
   - ☐ No
   - ☐ Don’t know/ data not available

8. Does the applicant institution provide a match award for the Segal AmeriCorps Education Award?
   - ☐ Yes
   - ☐ No
   - ☐ Don’t know/ data not available
9. Does the applicant institution offer academic courses that integrate community service with academic content, i.e., academic service-learning courses, as defined above?
   - Yes
   - No
   - Don't know/ data not available
   Approximately how many? 150

10. Does the applicant institution offer academic courses that integrate interfaith community service with academic content?
    - Yes
    - No
    - Don't know/ data not available
    - Not applying for interfaith

11. Does the applicant institution require academic service-learning courses as part of the core curriculum of at least one major or disciplinary area?
    - Yes
    - No
    - Don't know/ data not available

12. Does the applicant institution require academic interfaith engagement courses as part of the core curriculum of at least one major or disciplinary area?
    - Yes
    - No
    - Don't know/ data not available
    - Not applying for interfaith

13. Does the applicant institution reward the use of academic service-learning through faculty promotion and tenure decisions, or by providing awards or professional development opportunities?
    - Yes
    - No
    - Don't know/ data not available

14. Is the applicant institution recognized under one of the Carnegie Foundations Community Engagement classifications?
    - Curricular Engagement
    - Outreach and Partnerships
    - Curricular Engagement and Outreach and Partnerships

**Government Supports for Service**

1. Does the applicant institution utilize AmeriCorps, including VISTA, members in recruiting student volunteers or coordinating student service projects?
   - Yes
   - No
   - Don't know/ data not available

2. Does the applicant institution have an ongoing grantee, sub-grantee or other supportive relationship with any of the following CNCS programs?
Learn and Serve America
☑ Americorps*State and National
☑ AmeriCorps*VISTA
☐ Americorps*NCCC
☐ Senior Corps

3. Please identify any ongoing relationship the applicant institution has with other Federal, State, or local government agencies in support of student community service activities:

UNCG participates in the Federal Work Study Community Service Program. UNCG is an active member of the North Carolina Campus Compact (NCCC). The University hosts 2 full-time Americorp*Vistas. UNCG’s Center for New North Carolinians (CNNC) hosts the AmeriCorps Access program with more than 60 members. Part of the mission of CNNC is to conduct and promote immigrant research in North Carolina (funded by the CNCS, administered by North Carolina Commission on Volunteerism and Community Service). CNNC recruits academics and professionals engaged with immigrant communities to collaborate around immigrant issues in the state. Their Research Fellows program promotes research connected with the programs that target immigrant health, interpreter access, pre-school child and family support and lead paint awareness and education. The National Center for Homeless Education (NCHE), part of UNCG’s SERVE Center, is helping school districts, families and schoolchildren meet the educational challenges posed by homelessness. A 2009, $4 million contract with the U.S. Department of Education, ensures NCHE will continue through 2013. Established in 1998, NCHE is a national clearinghouse of information and technical assistance provider for educators, legislators and families. The Center for Youth, Family, and Community Partnerships, funded by federal, state and community foundations, builds the capacity of families, service providers, researchers, teachers, and communities to ensure the health and well-being of children, bridging research, policy, and practice. UNCG also regularly partners with government agencies such as Greensboro Parks and Recreation, Downtown Greenway, and Claytor Lakes State Park in Virginia on a variety of service projects.

The Paperwork Reduction Act Statement

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS APPLICATION. WE APPRECIATE ALL THE WORK THAT YOU DO!

The Paperwork Reduction Act Statement

Public Burden Statement: The Paperwork Reduction Act of 1995 requires the Corporation to inform all potential persons who are to respond to this collection of information that such persons are not required to respond unless it displays a currently valid OMD control number (See 5 CFR 1320.5(b)(2)(i)).
This information collection instrument expires 12/4/2016.
Time Burden: The time required to compete collection of information is estimated to average 1 hour per applicant.
Use of Information: The information collected constitutes an application to the Corporation for recognition. The Corporation evaluates the application and makes decisions through the review and selection process.
Effects of Non-Disclosure: Providing this information is voluntary; however, failure to provide the information is would not allow the Corporation to assess the applicant’s request for recognition. In this case, it will not be possible to consider the applicant for inclusion on the President’s Higher Education Community Service Honor Roll.