

# EXCELLENCE IN COMMUNITY ENGAGEMENT & COMMUNITY-ENGAGED SCHOLARSHIP

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2024

## Continuity and Change in Community Engagement at UNCG

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# An invitation to reflect



Since 2012, our periodic updates in *Excellence in Community Engagement and Community-Engaged Scholarship* have given us

opportunities to advance the discourse of community engagement at UNCG, to honor our colleagues on campus and in the community who do this work with us, and to explore what it means to focus on and commit to the alignment of university and community priorities.

In Volume 1, we defined terms and values, emphasizing that community engagement is a journey, not a destination. Volume 2 delved into challenges related to community-engaged scholarship, focusing on the recognition and reward of diverse forms of scholarly work. Volume 3 allowed us to explore the transformative journey of UNCG's community engagement initiatives.

In this volume of *Excellence in Community Engagement and Community-Engaged Scholarship*, first, we acknowledge that we are in a season of change for the campus and community, and remind our readers how deeply ingrained community-engaged work is at UNCG. Second, this volume engages in some reflection and celebrates faculty, staff, and community partners' recent successes. Third, we offer our thoughts on re-imagining future programs and ways we can improve our understanding of community-engaged work in the classroom. Finally, we describe some of the many opportunities and partnerships through which we – and you – can recommit ourselves to this work.

We intend this volume to reinvigorate our alignment of teaching, service, and scholarship with the community-engaged values of our institution. Throughout, we demonstrate our commitments to keeping community-engaged work visible, allocating resources and acting intentionally, and building meaningful relationships to affect positive change in our communities.

**Kristy Wittman Howell, Ed.D.**

**Associate Director** | Institute for Community and Economic Engagement

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# Re(Member)

## Paying homage to where we've been

**Remember: verb – To recollect; to think about, reflect on. Also, as re-member: to put together again**

### Making our successes clear

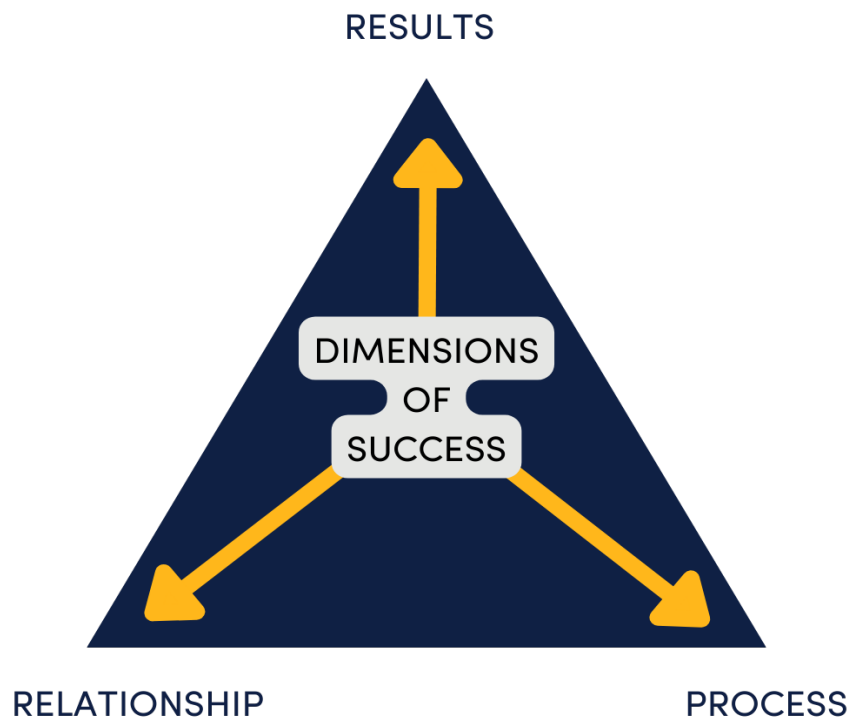
UNCG is distinguished as just one of approximately 60 institutions that are classified as high research activity and community-engaged by the Carnegie Foundation. This distinction is the result of commitments enacted by thousands of people since the institution was founded in 1891 with the single word motto: service.

UNCG has arrived at the point where it has claimed its institutional identity and image as community-engaged. To some, this achievement appears to be inherent or inevitable -- some say, it's in our "DNA." While community engagement is a point of pride, and integral to UNCG's many successes in the areas of teaching, research, creative activity, and service, it is only assured to the extent that it is *also* intentionally tied to our institutional mission, activities, resources, and areas of accountability.

What must be re(membered) to ensure that we maintain adequate investments, act with intention, and achieve our commitments?

In the pages that follow, we welcome you to join us in recalling the work that provides such a strong foundation for our community-engaged successes, to share your reflections on how community-engaged scholarship and pedagogy have influenced your personal trajectory at UNCG, and to re-imagine how this work might play a role in your future. You'll find ample references to scholarship, resources, and terms to build your own community-engagement toolbox, and as always: we can't wait to meet you and share in the journey with you!





The dimensions of success diagram above helps us understand how results, relationships, and process come together to help make our work more successful. It is critical that practitioners of community-engaged work hold each dimension equitably, whether they are beginning, continuing, or coming to the end of a project. As you join us in the pages ahead, consider: what dimensions of success are you focused on? What shifts in focus might reinvigorate your community-engaged work?

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Community-engaged scholars understand that this work involves much more than the products we produce. It takes **time**. It takes **relationships**. It takes **collaboration** that is often unquantifiable by traditional measures. But we have learned to capture the value of these factors because they are all **essential to community-engaged scholarship**.

# Explore the Work

## Volume 1: Advancing the Discourse at UNCG

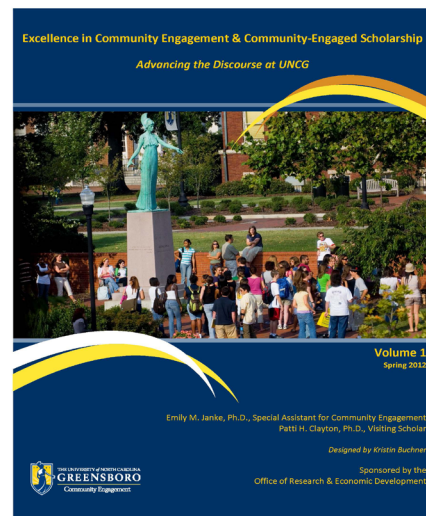
UNCG has recognized community engagement in faculty positions and tenure policy since 2010. Key to this process is defining community engagement across areas of faculty and institutional work and priorities.

In 2012, we **defined core terms** and definitions, **shared** insights from the 2009–2011 speaker series, and **offered** ten recommendations to allow for ongoing reflection and action.

*“While we need to set targets that keep us moving forward, community engagement is a journey, not a destination. Therefore, it is not a finite initiative that will be accomplished through enacting a program, policy, or partnership and then moving on. Rather, community engagement is a systemic approach that is rooted in the traditions, legacies, and mission of UNCG as an institution that makes a difference to the communities it serves.”*

Terri Shelton, Ph.D.

Vice Chancellor, Office of Research and Engagement  
University of North Carolina at Greensboro



# Recommendations for Continuing the Dialogue from Volume 1: Advancing the Discourse at UNCG

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## 01 We're ready, we're set, let's go!

Capitalize on the substantial commitment to and enthusiasm for community-campus engagement, in particular, and institutional transformation, in general, that is clearly present at UNCG among students, faculty, staff/administrators, and community members.

## 02 Do we know where we're going?

Community-campus engagement is not an end unto itself, but rather, serves as a vehicle to advance institutional and community priorities. Therefore, articulate a sense of purpose that charts a course to enacting and achieving specific priorities through community-campus engagement, especially during pivotal moments.

## 03 Have the hard conversations.

Coming together as a community around this work includes not shying away from what may be uncomfortable conversations. Engage with the contested ideas, the unresolved questions, the trade-offs associated with culture change, and the fears and passions this work evokes.

## 04 Beware of red herrings.

Resist the all-too common traps that can so easily derail institutional change efforts in this arena: either-or thinking, deficit-based orientations, defensiveness, and uninformed or politicized misrepresentations of community-campus engagement principles.

## 05 Are we really serious?

Articulate explicitly and act on the goal that every UNCG student, faculty, and staff member has the opportunity to engage in high quality community-campus engagement and to have it be valued as legitimate work. Excellence in community-campus engagement need not mean that everyone on campus participates, but it does mean that this work is sufficiently visible and valued such that no one can remain unaware of it and that opportunities to engage in it are accessible, coherent, and systemic rather than isolated or ad hoc.

## 06 It's not (only) an engagement thing, it's a scholarship thing.

UNCG's promotion and tenure guidelines establish that "scholarship" is broader than research and position community-engaged work within each arena of faculty roles rather than establishing a separate category; they embody significant steps toward legitimizing and rewarding community engagement and associated scholarship. Operationalizing and continuing to refine them can help to catalyze attention to a wide range of important issues associated with scholarship.

## 07 Yes, there is a learning curve.

Community engagement challenges many norms: it shifts power, questions the status quo, problematizes ingrained patterns, and asks us to recognize and to move beyond default frames of reference and identities. Capacity-building for all is necessary both to overcome these challenges and to leverage the transformative potential of the work.

## 08 Engage students with the world now.

Provide systematic support for curricular engagement. Students need to have multiple, developmentally-designed opportunities in their curricula, as well as support for constructing pathways throughout their undergraduate and graduate experiences that integrate engagement partnerships into curricular and co-curricular activities.

## 09 Transformational change is deep, pervasive, and integrated.

Examine critically how formal and informal norms, policies, procedures, and structures inform the culture of the institution and enable its commitment to community engagement.

## 10 Leadership and change are scholarly acts.

A scholarly approach to the development and dissemination of models, theory, and evidence-based practices will deepen the authenticity and impact of the work, while also contributing to UNCG's continued status as a leading institution in this area. In order to maintain this leadership role, we: continue to study and share the "excellence in community engagement" visioning and planning process; continue to strengthen systems for gathering, examining, refining, and documenting process and product examples of campus-community engagement; and bring the full range of disciplinary, interdisciplinary, and professional perspectives to bear on the process of institutional transformation and the work of community-campus engagement.

## Insights from Volume 1: Advancing the Discourse at UNCG

### From UNCG faculty & Staff:

"It's about cultivating a community of learners that will have an impact on policy."

"The efficiency and effectiveness of each individual worker in our country is of paramount importance. However, it isn't about productivity of making widgets, but about productivity of making knowledge."

"The goal is not just to get these students into Greensboro; it is also to get Greensboro and the Triad into these students."

"As a high research activity, student-centered institution, UNCG is positioned to uniquely approach civic engagement in all areas of our educational mission through the powerful integration of teaching, learning, research and creative activity, and service."

### From volume contributors:

"The best time to change a university is in a time of crisis." - George Mehaffy, Ph.D.

"Until we move toward an alliance of all scholars - an alliance in which all forms of scholarship have the potential for reciprocity and mutual respect - an alliance that blends multiple forms of scholarship to strengthen institutional culture, the community and society surrounding us, and our professional knowledge sources, we will be less than we can be." - Amy Driscoll, Ph.D.

# Terms

## & Resources

(from volumes past and present)

**While all public impact scholarship may describe diverse scholarly outputs and public purposes, community engagement is differentiated by its process - specifically reciprocal partnerships and epistemic inclusion.**



### **OUTPUT** **Activities & Artifacts**

Community engagement is described by what is produced, delivered, or supplied, such as activities (e.g., service-learning class, internship, presentation, outreach event) and artifacts developed (e.g., policy recommendations, book/monograph, program, article, curriculum, dataset).



### **OUTCOME** **Purpose & Values**

Community engagement is described by the purpose, the expected or achieved contributions to populations or stakeholders, or the values and principled intentions that drive efforts to engage.



### **PROCESS** **Relationship & Epistemic Inclusion**

Community engagement is described by the relationship, the ways in which partners work together (e.g., collaboration, reciprocity, mutual benefit), or epistemology, including the primacy of community members in the co-construction of and sharing of knowledge.

## **Asset-Based**

Asset-based approaches describe and seek the opportunities, resources, and capacities of all partners, and resist framing communities by the challenges they face rather than the assets they possess.

## **Collaboratory<sup>©</sup>**

A UNCG-designed database that simplifies community-engaged institutions' tracking, reporting, and communication of courses and activities. Staff in UNCG's Institute for Community and Economic Engagement provide training and support for Collaboratory<sup>©</sup> data entry. Visit [he.cecollaboratory.com/uncg](https://he.cecollaboratory.com/uncg) for more.

## **Community**

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

## **Community Engagement**

"The collaboration among institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity."

## **Community-Engaged Research / Creative Activity**

Community-engaged research and creative activity is the collaborative generation, refinement, conservation, and exchange of mutually beneficial and societally relevant knowledge that is generated in reciprocal collaboration with community partners. Community-engaged research and creative activity is undertaken in collaboration with community partners who help set research questions, determine methodology, join in creating research projects, and/or engage in other activities that bridge academic and community contexts. It may produce diverse scholarly artifacts to ensure benefit and impact on community and academic audiences

## **Community-Engaged Service**

Community-engaged service describes those activities that 1) honor principles of community engagement (reciprocal and mutually beneficial partnerships for public purpose), and 2) "enable the University to carry out its mission, contribute to the function and effectiveness of the faculty member's profession and discipline, and reach out to external communities and constituencies, such as government agencies, business, and the arts."

## **Community-Engaged Teaching**

Community-engaged teaching describes those activities that 1) honor principles of community engagement (i.e., reciprocal and mutually beneficial partnerships for public purpose), and 2) provide opportunities for students to collaborate with faculty and community members for the dual—and integrated—purposes

## **Course Type: Community-Engaged**

Community Engaged courses are long-term, asset-based opportunities for your students to engage in co-generation of valuable knowledge that is easily shared within the community because its members are fully incorporated into your course. Relationships are longitudinal and co-created, built on a foundation of interactions with the same organization or community, and reciprocity is thick, involving transformational knowledge for a community and students alike.

## **Course Type: Community-Focused**

Community-Focused courses are asset-based opportunities for your students to generate valuable knowledge about a community. You may visit a community site for a field trip and engage with a conversation before the visit to understand what kinds of data collection, successes, and concerns are prevalent in the community, but you probably don't work with a long-term contact within the community to generate that data.

## **Course Type: Community-Placed**

Community-Placed courses are asset-based opportunities for your students to generate valuable knowledge in and for a community. You may visit a community site to better understand its needs and develop artifacts that reflect what you learn, or community involvement may serve to supervise student workers. Relationships are more transactional and short-term, in a supervisory capacity or as a guest-lecturer or tour guide, and reciprocity is thin, with an exchange of resources or labor.

## **Economic Engagement**

Economic engagement is an approach to partnering with individuals and communities to serve the public good through securing and leveraging financial resources.

## **Epistemic Inclusion**

Epistemic inclusion refers to the acceptance of diverse types of scholarship and creative production, even when they deviate from disciplinary mainstreams, by confronting and overcoming biases about the types of intellectual and innovative pursuits that are deemed valuable.

## **Mutual Benefit**

Mutual benefit is the achievement of expected outcomes that are meaningful for all partners involved.

## **Public Service / Community Service**

Community service describes activities that are provided to, intended for, or done in communities, community-engaged service describes activities that are undertaken with community members in a context of reciprocal partnership.

## **Reciprocity**

Reciprocity is the recognition, respect, and inclusion of community members as thought partners and co-laborers who contribute to the diversity of thought and knowledge expression.

## **Ripple Effects Mapping**

A holistic assessment tool widely used in cooperative extension spaces that serves the needs of community-engaged partnerships who need to understand the breadth and depth of their connections among each other and to the wider community. ICEE staff are trained in REM procedures and facilitate the assessment sessions for UNCG units and their partners.

# Explore the Work

## Volume 2:

### Honoring the Mosaic of Talents and Stewarding the Standards of High Quality Community-Engaged Scholarship



In 2014, our second volume addressed specific challenges related to community engagement and community-engaged scholarship, with a **special focus on recruiting, retaining, evaluating, and rewarding** the mosaic of faculty talents that contribute to the collective success of our many different communities within and beyond UNCG.

*“As you are well aware, revising guidelines to recognize community-engaged scholarship poses a challenge as it necessarily raises fundamental questions about the promotion and tenure policy that must also be addressed.... If we do not address these questions about how to evaluate diverse forms of scholarly work directly and separately from the actual review of candidates’ dossiers, we may fail to appropriately recognize, reward, and account for the full scope of faculty work, productivity, and impact.”*

#### **Linda Brady, Ph.D.**

Chancellor, University of North Carolina at Greensboro  
2008–2015

Community engagement is about mutual benefit and reciprocity. While these terms have a similar goal, they are not synonymous, and these characteristics differentiate community engagement from other forms of scholarship.

This volume explored the places where issues and questions within the academy can create points of friction, especially on the journey toward more effective community engagement.

## Key Themes for Continuing the Dialogue from Volume 2

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- 01** **Clearly define and value community engagement and outreach/public service**  
The question of “is it service or is it community engagement?” continues to persist among faculty. Therefore, while community-engaged scholarship is codified in policy and many colleagues identify as community-engaged scholars, a common understanding of what it is and why it matters is necessary.
- 02** **Honoring the spectrum of scholarship**  
Community engagement yields traditional and non-traditional scholarly outputs, which should be valued equally by department and unit-level peers.
- 03** **Stewarding the rigor of scholarship**  
To assess the quality of community-engaged scholarship, and to understand the quality, impact, and eminence of nontraditional forms of scholarship, one must evaluate both the process through which the product was developed and the product itself.
- 04** **The three bucket problem**  
Expanding the “three bucket” approach (teaching, research/creative activities, and service) to documenting and evaluating faculty work maintains a commitment to the generative goal of higher education without privileging one form of scholarship over another.

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## Standards for All Forms of Scholarship

These criteria for performance review should inform assessment of all scholarly work. In Volume 3, we expanded on these points with work from our friend and colleague Andy Furco.



Clear Goals



Adequate Preparation



Appropriate Methods



Significant Results



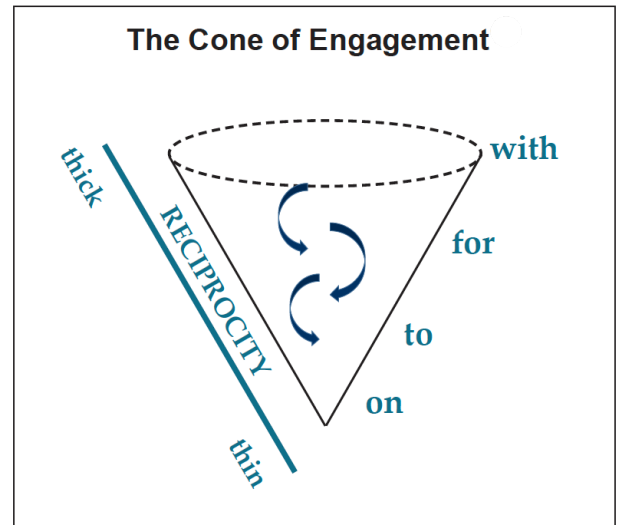
Reflective Critique

## Measuring the Impact of Engaged Scholarship

The type (with, to, for, on) and level (thin to thick) of involvement between research engaged scholars and community members will change over time and according to activity as appropriate for the purpose of the scholarship and priorities of the stakeholders.

Yet, to be fully reciprocal, partners must feel that, on the whole, the partnership honors members inclusively as thought-partners and co-laborers.

Essentially, **reciprocity** describes a process of relationship, and **mutual benefit** describes the expectation and achievement of outcomes as win-win.



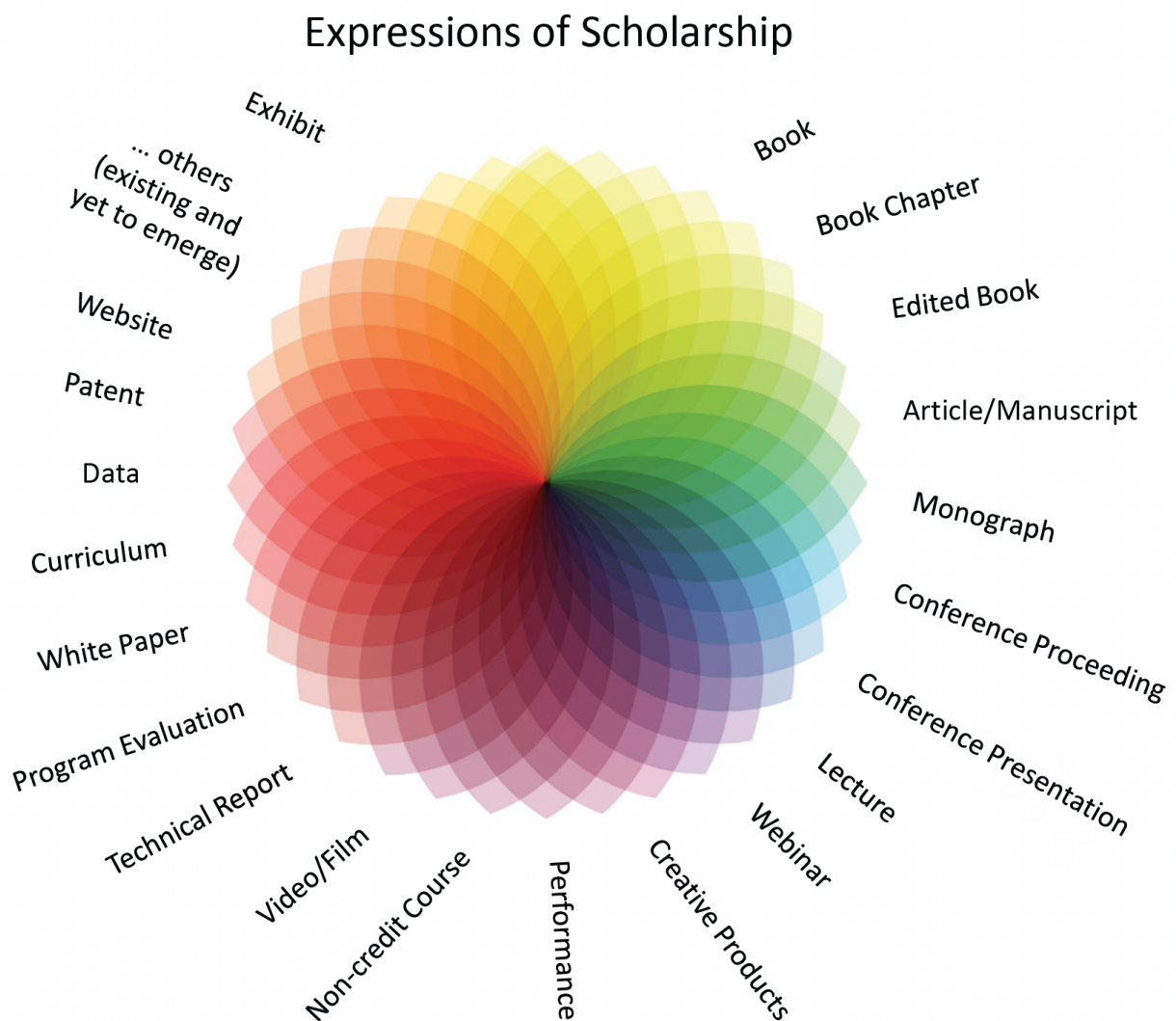
Because there are two communities towards which the engaged scholar is expected to contribute, the challenge of traditional ways of “counting” or giving preference to traditional modes and products over nontraditional modes and products is that it requires community-engaged scholars to incorporate a broader range of scholarly artifacts than their counterparts whose audience is solely academic.

In the scope of a community-engaged scholar’s agenda, they may produce modern artifacts and activities (e.g., white papers, videos, websites, data sets, etc.) that directly impact communities, as well as more traditional artifacts such as books and academic, peer reviewed journal articles to directly impact academic peers.

## The Spectrum of Scholarly Products

Modern advances in scholarship have rapidly accelerated the number and types of forms through which scholarship is shaped and delivered, radically transforming the landscape of what scholarship looks like. This is especially true for community-engaged scholars who choose strategies to impact diverse populations and communities. Equitable and fair measurement of the impact of these diverse forms requires different assessment strategies beyond traditional measures.

As shown in the diagram below, both traditional and non-traditional scholarly products are valuable in communicating the depth and breadth of faculty work throughout the ecosystem of community-engaged scholarship.



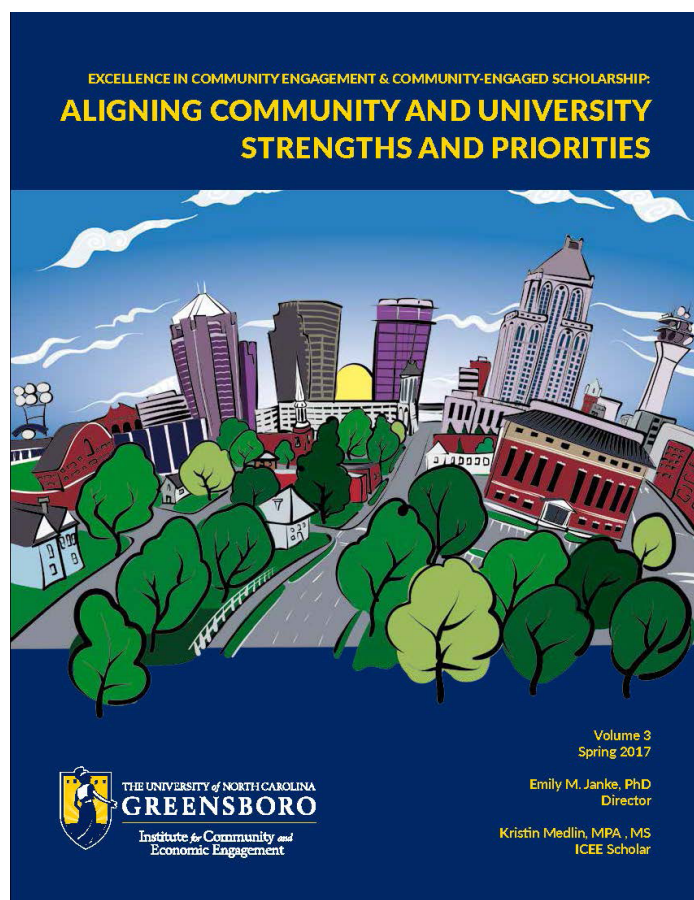
## **Volume 3: Aligning Community and University Strengths and Priorities**

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The 2017 volume outlines UNCG's distinctive and strategic advantage to meeting the pressing issues of our times through **intentional, collaborative, and coordinated alignment of priorities and practices, and collaborative partnerships** with diverse partners across sectors and communities.

*Engaging reciprocally with communities means that we build the capacity of our communities and UNCG for sustainable student, scholarly, and regional transformation. We are not alone. We cannot do this work alone. We have shared fate.*

**Frank Gilliam, Ph.D.**  
Chancellor, University of North Carolina at Greensboro  
2016–Present



**Explore the  
Work**

## Standards of Community-Engaged Scholarship

### Comparison of Traditional and Community-Engaged Scholarship

To fully understand the ways that community-engaged scholarship builds on traditional work, read the second column as 'traditional scholarship' *plus* features listed in the 'community-engaged' column.

|                               | <b>Traditional Scholarship</b>  | <b>Community-Engaged Scholarship</b>  |
|-------------------------------|---|---|
| <b>Clear Goals</b>            | Basic purposes are clearly stated; objectives are defined, realistic, and achievable; questions are important to address.                             | + Intended audiences / users are clearly identified   |
| <b>Adequate Preparation</b>   | Shows understanding of existing scholarship; brings necessary skills and resources.   | + Builds upon prior knowledge and work in the community   |
| <b>Adequate Preparation</b>   | Methods are appropriate to the goals and effectively applied; procedures are modified in response to changing circumstances.                          | + Authors effectively incorporate community and academic/ institutional expertise in the work and work products |
| <b>Significant Results</b>    | Goals are achieved; work adds to the field and is open for further exploration.   | + Adds to existing knowledge and benefits communities   |
| <b>Effective Presentation</b> | Organizational style of presentation is suitable; uses appropriate forums for communicating work; message is presented clearly and with integrity.    | + Appropriateness of language and visual aids for diverse audiences   |
| <b>Reflective Critique</b>    | Critical evaluation of one's own work; brings appropriate breadth of evidence to the critique; uses evaluation to improve the quality of future work. | + Critique is informed by both academic/institutional and community feedback                                    |
| <b>Ethical Behavior</b>       | Appropriately cites others' work; follows guidelines for ethical behavior provided by institutional review board.                                     | + Evidence of collaborative approach characterized by mutual respect, shared work, and shared credit            |

## Strategic Areas of Focus from Volume 3: Health & Wellness, Vibrant Communities, & Global Connections

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### Health & Wellness

The many dimensions necessary for individuals to cope, adapt, grow, and develop.

### Vibrant Communities

Vibrant communities offer cultural enrichment, quality education, and equitable support services, on the foundation of a just and thriving economy. Entrepreneurship, innovation, and a vibrant arts scene contribute to their dynamism, as does robust intellectual exchange. Inclusivity, responsiveness, and safe environments for all members are integral to vibrant communities' continuation.

### Global Connections

In a world shaped by technology and social shifts, global connections are central to understanding how individuals, organizations, and communities interact. Diverse cultures, with their rich histories, languages, and traditions, deepen understanding of the self and others. Exploring global connections involves using multiple perspectives and transdisciplinary approaches to examine differences and similarities across cultures, inform human interactions, and address contemporary issues.

## Areas of Transformation from Volume 3: Student, Knowledge, and Region

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### Student

Student transformation occurs through knowledge acquisition and the development of skills and habits for lifelong learning, community engagement, and active citizenship. This happens best in diverse learning opportunities, including experiential learning, study abroad, service-learning, leadership roles, and co-curricular activities. Consistent with our history of and commitment to providing opportunities for all UNCG students, regardless of background, we continue to preserve equal access for all to this transformative education.

### Knowledge

Research, creative activity, critical analysis, and application all serve to transform knowledge. UNCG expands disciplines, addresses complex problems, and examines social issues. This expertise is shared with students, enriching their learning experience. Our institutional commitments to access, equity, and the alleviation of disparities are reflected in UNCG's research and creative endeavors.

### Region

Regional transformation occurs when local economies are strong and well-aligned with current and future needs, and when equitable access is provided to a reasonable standard of living and quality of life for all. UNCG contributes to regional transformation by collaborating with community partners to move forward common goals; serving as a partner to enhance and sustain a healthy and prosperous environment; providing education, research, and creative capacity to the region; and serving as a partner in the economic development of our region.

## From Individual to Collective: Mapping Ways to Use our Best Thinking from Volume 3

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UNCG's extensive and continuing legacy of stewarding community-engaged and service-oriented leadership for the public good provides an excellent foundation on which to build continued successes.

The Institute for Community and Economic Engagement offers tools and training opportunities to support the continued growth of community-engaged work on our campus and in the communities we serve. We are committed to maintaining deep and pervasive values of community engagement at all levels of our university community. Themes that underpin those values and help us expand our work from individual to collective include:



**Individual:** engagement with a community-identified agenda based on one's own teaching, scholarship, and service



**Departmental:** engagement with a community-identified agenda embedded within curriculum, scholarship, and commitments enacted by the faculty of a department.



**Unit:** engagement with a community-identified agenda supported and facilitated across departments by leadership, systems, and structures within the college / school, center, and/or institute.



**Institutional:** engagement with a community-identified agenda supported and facilitated across units by centrally coordinated leadership, systems, and structures.

Finding space for


# Re(Flection)

*n.* the action of being bent, or the point at which something bends; to look back on

## Continuity through change

In geometry and calculus, a flection point is the location in a curve where the curvature changes direction. That sense – of a change in direction – has lingered as we have planned this volume in the wake of so much profound change for our campuses and communities these past several years.

Even as we have weathered immense change, there is continuity in our institutional commitments: to the creation of and care for mutually beneficial, reciprocal, and asset-based connections between and among our campus and community partners; to supporting service experiences for our students; and more broadly, to being, supporting, and training global citizens. Our tradition of being a service and community-oriented institution sets us apart from our peers and provides many rich points of distinction throughout our past and present. That we have continued the hard and rewarding work of community engagement within so much change is testament to the durability and resilience of our commitment to Greensboro, Guilford County, North Carolina, our nation, and even the world.



One often hears colleagues refer to community engagement as “part of UNCG’s DNA”. However, to mistake hard-earned trust and relationships for something that occurs without much thought is to ignore the sustained effort of individuals who make those collaborations possible. The dilemma is that while we want to institutionalize community engagement to the point that it feels fully integrated into our systems, structures, and cultures, we must also recognize and reward the work of those who make it happen.

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## **Making community engagement successes visible**

**61%** of undergraduate students describe their experience at UNCG as contributing to their ability to have a positive impact on their cultural community and larger society.

**33%** of UNCG undergraduates report participation in a service learning course.

**73%** of undergraduates describe their ability to communicate with people from communities different than their own as improved as a result of being at UNCG.

# Scholarship of Engagement

## The Institute for Community & Economic Engagement's contributions to the field

Change in higher education is a scholarly process that requires our best thinking in collaboration with our many partners and stakeholders. This approach to supporting community-engaged scholarship at UNCG has been foundational to our work since the start of ICEE. Tracking, measuring, recording, and sharing our journey as a community-engaged institution allows us to be intentional as to where we provide time and resources. It also allows us to understand what, why, and how collective commitments to community engagement have made a meaningful difference.

ICEE helps to ensure UNCG's thoughtful and evidence-based approach to initiating, supporting, and sustaining scholarly, reciprocal, and mutually beneficial partnerships with communities. Resources shared here represent just some of the scholarly products that inform UNCG's strategic directions and investments, as well essential lessons and insights for community engagement at UNCG going forward.

**Emily M. Janke, Ph.D.**

**Director** | Institute for Community and Economic Engagement

**Professor** | Peace and Conflict Studies

## ICEE's Team Members' selected contributions to the field since 2018

- 2024** Wrencher, E.J. (2024). They got the juice: Understanding joy among young Black people [Doctoral dissertation, University of North Carolina at Greensboro].
- 2023** Hemphill, M. A., & Janke, E. M. (2023). Community-engaged scholarship methods and the ethics of qualitative research. In K. A. Richards, M. A. Hemphill, & P. M. Wright (Eds.), *Qualitative research and evaluation in physical education and sport pedagogy* (Ch. 7). Taylor & Francis.
- Janke, E.M. (2023 October 25) The Hard Stuff: Describing Relationships and Epistemology in P&T Guidelines [Paper presentation]. International Association for Research on Service-Learning and Community Engagement, New Orleans, LA.
- Howell, K.W. & Wrencher, E.J. (2023 October 27) Describing Our Why: Public Narrative as Professional Development for Community Boards [Paper presentation]. International Association for Research on Service-Learning and Community Engagement, New Orleans, LA.
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# Community engagement Stand outs

## Awardees in Community Engagement

Awardees in Community Engagement since 2018 span UNCG's mission, vision, and values.

### 2024

#### **Athena Leadership Award**

from the *Greensboro Chamber of Commerce*

Awarded to Office of Research and Engagement Vice Chancellor Dr. **Terri Shelton** in recognition of her work to improve the quality of life for others in their communities, and help others realize their leadership potentiality.

#### **UNCG's Community Engagement Reaffirmation**

from the *Carnegie Foundation*

UNCG's reclassification by the Carnegie Foundation for community engagement in 2015 and now in 2024, underscores its unwavering dedication to community involvement since initially achieving the distinction in 2008. This ongoing commitment has consistently earned UNCG recognition in both curricular engagement and outreach and partnerships.

### 2023

#### **UNCG Named an Innovation & Economic Prosperity University**

from the *Association for Public and Land-grant Universities*

In recognition of UNCG's commitment to economic engagement, the Association of Public and Land-grant Universities (APLU) designated the institution as an Innovation & Economic Prosperity (IEP) University. The national designation acknowledges public research universities working with public and private sector partners in their states and regions to support economic development through a variety of activities, including innovation and entrepreneurship, technology transfer, talent and workforce development, and community development.

## 2022

### **Distinguished Engaged Scholar Award**

from the *Engagement Scholarship Consortium*

Awarded to Office of Research and Engagement Vice Chancellor Dr. **Terri Shelton** for exemplary contributions to community-engaged scholarship at UNCG.

### **NCCE Faculty Engaged Scholarship Award**

from *North Carolina Campus Engagement*

Awarded to Dr. **Marianne LeGreco**, associate professor in Communication Studies, from North Carolina Campus Engagement, in recognition of her contributions to advancing the scholarship of engagement in North Carolina.

### **Graduate Student Engaged Scholarship Award**

from *North Carolina Campus Engagement*

Awarded to Dr. **Jessica Clifford** for scholarship that is reciprocal and collaborative, that addresses public issues, and helps advance the field of higher education service-learning and community/civic engagement.

## 2021

### **C. Peter Magrath Community Engagement Scholarship Award**

from the *Association of Public and Land-Grant Universities*

### **Community Engagement Scholarship Award**

from the *W.K. Kellogg Foundation*

Annually, the four regional winners of the Community Engagement Award are considered for national recognition with the McGrath Award.

**UNCG** received both awards in recognition of its multi-pronged, community-engaged initiatives, exemplified by the Immigrant Health ACCESS Project, part of the Center for New North Carolinians. The CNNC's work in Guilford County, a federally designated refugee and immigrant resettlement hub, and its unwavering commitment to culturally responsive scholarship and community engagement, is a transformative force for understanding and scholarship within and about these communities.

## **Public Scholarship Award**

from the *International Association for Research on Service-Learning & Community Engagement*

Awarded to Dr. **Marianne LeGreco**, associate professor in Communication Studies, from the International Association for Research on Service-Learning and Community Engagement for exemplary interdisciplinary research that has an impact on pressing public issues and generates non-traditional scholarly products.

## **International Academy Inductee**

into the *Academy of Community Engagement Scholarship*

Dr. Emily Janke, Director of UNCG's Institute for Community and Economic Engagement, was honored as one of 38 esteemed scholars inducted into ACES, recognizing the production and advancement of scholarship serving the public good that is characterized by mutually beneficial collaboration between institutions of higher education and communities of place, practice, interest, action, or circumstance leading to the co-creation of new knowledge.

## **2020**

### **Publicly Active Graduate Education Fellowship**

from *North Carolina Campus Compact*

Awarded to Dr. **Lori Kniffin**, assistant director of ICEE, for her exceptional contributions in institutionalizing service and fostering innovative campus-community partnerships.

### **Ernest A. Lynton Scholarship of Engagement Award**

from *North Carolina Campus Compact*

Awarded to Dr. **Michael Hemphill**, Assistant Professor of Kinesiology, for practicing exemplary engaged scholarship through teaching and research.

### **Civically Engaged Faculty Award**

from *Campus Compact*

Awarded to Dr. **Diya Abdo**, Director of the Center for New North Carolinians, for exemplary engaged scholarship for the public good, including advancing students' civic learning, conducting community-based research, fostering reciprocal community partnerships, and building institutional commitments to service-learning and civic engagement.

# Community engagement Stand outs

## 2019

### Center for Communication, Community Collaboration & Change

from the *National Communication Association Center*

The **Communication Studies department** was selected as the inaugural host of the National Communication Association Center for Communication, Community Collaboration and Change (NCA-CCCC Center) to engage students in community research and engagement.

### Community Impact and Outcomes Award

from the *International Association for Research on Service-Learning and Community Engagement*

Awarded to Dr. **Sharon Morrison**, Professor, Public Health Education, Dr. **Sudha Shreeniwas**, Professor, Human Development and Family Studies, Founding Member Dr. **Andrew Young**, and the Montagnard Dega Association/Montagnard American Organization as a group. The award recognizes excellence in service-learning and research carried out in partnership with communities to address and advance the priorities of community stakeholders.

## 2018

### Barbara A. Holland Scholar-Administrator Award

from the *Coalition of Urban and Metropolitan Universities*

Awarded in its inaugural year to Dr. **Emily Janke**, director of the Institute for Community and Economic Engagement, for leadership and scholarship that illuminates the transformative power of urban and metropolitan higher education

### Rising Star for Commitment to Civic Engagement

from the *National Association of Student Personnel Administrators*

Awarded to **Kristina Gage**, then director of the UNCG Office of Leadership and Civic Engagement, from the NASPA Civic Learning Democratic Knowledge Community for commitment to civic learning and democratic engagement.

### Publicly Active Graduate Education Fellowship

from *Imagining America*

Awarded to **Santos Flores**, MS in Peace and Conflict Studies and then Kinesiology doctoral candidate, to support work in collaborative art-making, teaching, writing, storytelling, and co-creating knowledge within and for community.

# Re(Imagine)

**v. reinterpret (an event, work of art, etc.) imaginatively; rethink.**

A 2022 self-study of community engagement at UNCG by the Community Engagement Council revealed the need for increased clarity and accuracy of the levels and forms of community engagement in the curriculum. How can greater conceptual clarity help to better map our students' experiences about, in, and with communities?

How can we support developmental pathways such that students may learn about community contexts and circumstances, as respectful and ethical engagement prior to engaging more deeply in and with communities?

Three interconnected, equally valuable, categories of curricular engagement support UNCG's ability to track, measure, plan, and support appropriate community-university connections.

## Community-Focused

Occasional. Short-term.

Community Focused courses are **asset-based** opportunities for students to generate valuable knowledge about a **community**. They may visit a community site for a field trip and engage in a conversation before the visit to understand what kinds of data collection, successes, and concerns are prevalent in the community, but probably do not work with a long-term contact within the community to generate that data.



Faculty link their courses to the community at any level, and “swirl” among the three types as determined by their and the community’s interest and capacity.



## Community-Placed

Transactional. Recurring.

Community placed courses are **asset-based** opportunities for students to generate valuable knowledge in and for a **community**. They may visit a community site to better understand its needs and develop artifacts that reflect what they learn, or community involvement may serve to supervise student workers. Relationships are more transactional and short-term, in a supervisory capacity or as a guest-lecturer or tour guide, and reciprocity is thin, with an exchange of resources or labor.



## Community-Engaged

Mutually-Beneficial. Reciprocal.

Community engaged courses are long-term, **asset-based** opportunities for students to engage in co-generation of valuable knowledge that is easily shared within the **community** because its members are fully incorporated into the course. Relationships are longitudinal and co-created, built on a foundation of interactions with the same organization or community, and reciprocity is thick, involving transformational knowledge for a community and students alike.

# Re(Commit)

v. to entrust or consign again



What does our future of community-engaged work require? Assistant Director Dr. Erica Wrencher encourages us to recommit ourselves to the work, and reminds us that we can do so through the communities of study, practice, and connection that ICEE cultivates.

## How we collectively agree to move forward

Our successes in funding and supporting UNCG's community-engaged ecosystem – as realized through the experiences of our students, faculty, staff, and community – remind us every day that UNCG is committed to this work.

With this as our foundation, we come again to a moment of decision. How will we ensure that our teaching, service and scholarship continue to reflect the community-engaged values of this institution? How will we ensure that our CE work remains relevant in a post-covid world where our top priorities are rooted in student success and community flourishing?

We must re(commit).

Re(commit) to curricular engagement. Nearly 80% of students who responded in the 2023 iBelong survey agreed that community-based courses helped them see the relevance of what they are learning in their courses to real-world issues and communities and how they could make a difference.

“**ICEE events give me the chance to make community and campus connections.**”

Re(commit) to maintaining and expanding institutional structures. Following the UNCG's 2017 decision to rename the university-wide research office the Office of Research and Engagement, sustained funding and support have cultivated rich community and university partnerships.

Re(commit) to maintaining and building reciprocal and mutually-beneficial relationships across the university and community, with the goal of understanding all that matters to students, faculty, staff, and the communities we share. UNCG's structures, like centers and networks, provide spaces for those relationships to flourish

## **Start your (re)commitment today, in any - or all - of these spaces!**

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### **Be Here Club**

Be Here Club (BHC) is a monthly gathering intended to make the larger UNCG community a little smaller. BHC encourages engagement with community partners from outside of UNCG to create real opportunities for societal improvement on a local level. Above all else, it is a space to build camaraderie and comfort for those who call UNCG and Greensboro home.

### **Knowledge Production Corner**

The Knowledge Production Corner (KPC) is an interdisciplinary community of practice among faculty, staff, students and their community partners around scholarship that connects to community engagement. KPC aims to connect community-engaged scholars and their community partners to explore opportunities and challenges related to producing a diverse range of scholarly products.

### **Ripple Effect Mapping**

Ripple Effect Mapping (REM) is a narrative-based assessment tool that gathers broader impacts and untold stories of community-engaged work. REM is specifically designed to serve community partnerships because it helps us remember and share our work on these projects as they've expanded and shifted in our communities.

### **Collaboratory©**

The Collaboratory© is UNCG's digital home for curricular and co-curricular community engagement. We use these data to understand connections, reach out to partners, and promote your work, while faculty, staff, and community partners all use Collaboratory to make additional connections with each other.

Ensure the work you do gets all the recognition it deserves by adding your projects to the Collaboratory©.

# Collaboratory<sup>©</sup>

The Platform that's  
Supporting Community  
Engagement at UNCG...



In these four pages, we have developed a pair of tools to visualize reported partnerships and initiatives across UNCG's community-engaged ecosystem. This page provides a graphical representation of the chart on the next page.

UNCG developed the Collaboratory®, and now nearly 40 institutions use it to manage their community-engaged scholarship and pedagogy.

Faculty and staff partners whose data are reflected do more than simply contribute to accurate reporting, they increase visibility of their work among campus and community partners.



These images show a snapshot of all activities entered into Collaboratory®. Some activities fall into multiple categories. Because data are individually submitted by UNCG faculty and staff, they may not reflect all community engagement activities offered at any given time.



| UNCG School or Unit                             | Arts & Culture | Community & Economic Development |
|---|----------------|----------------------------------|
| All Non-Academic Units                          | 7              | 12                               |
| All Academic Units                              | 65             | 53                               |
| Bryan School of Business & Economics            | 1              | 9                                |
| College of Arts & Sciences                      | 12             | 7                                |
| College of Visual & Performing Arts             | 19             | 7                                |
| Joint School of Nanoscience and Nanoengineering | 1              | 2                                |
| Loyd International Honors College               | 3              | 0                                |
| School of Education                             | 0              | 2                                |
| School of Health & Human Sciences               | 7              | 10                               |
| School of Nursing                               | 0              | 0                                |
| University Libraries                            | 6              | 4                                |

## Points of Distinction



The College of Arts and Sciences and School of Health and Human Sciences lead community-engaged work at UNCG, with 50 and 39 activities, each.



Education and Social Issues are the disciplinary categories chosen most often by faculty and staff who report their work in the database.

Our Collaboratory collects information on your curricular-based community engagement activities and related partners/sites, as well as data on any public (engaged) scholarship, community-based research, outreach programs, community service and co-curricular activities that utilize community engagement principles, practices, and/or pedagogies.

|  | Education | Environment & Sustainability | Government & Public Safety | Health & Wellness | Social Issues | Total Activities | Total Partners |
|--|-----------|------------------------------|----------------------------|-------------------|---------------|------------------|----------------|
|  | 28        | 11                           | 10                         | 20                | 32            | 54               | 180            |
|  | 139       | 31                           | 33                         | 87                | 120           | 245              | 863            |
|  | 3         | 1                            | 1                          | 0                 | 1             | 11               | 53             |
|  | 28        | 9                            | 10                         | 23                | 31            | 50               | 82             |
|  | 17        | 3                            | 3                          | 3                 | 9             | 21               | 28             |
|  | 15        | 1                            | 1                          | 1                 | 0             | 17               | 14             |
|  | 2         | 0                            | 2                          | 0                 | 3             | 5                | 12             |
|  | 16        | 1                            | 1                          | 4                 | 8             | 21               | 40             |
|  | 15        | 5                            | 4                          | 28                | 26            | 39               | 129            |
|  | 2         | 0                            | 0                          | 5                 | 2             | 6                | 7              |
|  | 10        | 0                            | 2                          | 1                 | 5             | 17               | 312            |

Activities connected to the Bryan School of Business show the embeddedness of economic development within community-engaged work at UNCG.

Non-academic units listed here, but not reported individually, include: The Office of Research and Engagement, Student Affairs, Enrollment Management, Office of the Provost, Facilities Operations, and University Advancement.

# Sharing...

# CollaboraStories



## “The Truth of Things”: Community Histories & Beyond

A model of pedagogy within community engagement, “**Design Activism: Imagining Spaces for Social Justice, Peace, and Reconciliation**” immerses interior architecture students in the practice of crafting public narratives through creating a museum and memorial space dedicated to Eugene Hairston—the sole documented lynching victim in Guilford County during the era of segregation. This collaboration between UNCG’s Interior Architecture Department and the African American Diaspora Studies (AADS) program and the International Civil Rights Center and Museum (ICRCM) aims to establish a tiered educational pathway, fostering socially responsive approaches to interior design education.

Like “Design Activism,” the **Digital Library on American Slavery** is an effort to enrich community histories in North Carolina and preserve access to historical documents vital to more inclusive state and local histories. Uniquely, though, the library is one of our Collaboratory-featured projects that has persisted through title and personnel changes since the early 1990s! This work, to curate and preserve the historical documents of enslaved people in North Carolina, is widely celebrated as a model for community-engaged public history.

Showcasing faculty who are doing community-engaged work across our campus and community.



## Visibility and Health: Immigrant & Refugee Health and Advocacy

The **Montagnard Hypertension Project** is a community-based participatory research project that emerged from Montagnard community elders seeking to address the issues related to high blood pressure. For over a decade, this community-academic partnership with the Montagnard Dega Association and UNCG's departments of Public Health Education, Human Development and Family Studies, and Nutrition have sought to increase awareness of hypertension and other lifestyle aspects with adverse health effects. This is critical collaborative work to ensure our neighbors can thrive when they join our community.

Community-engaged work on health education and advocacy naturally go together. With the goal of bringing visibility to the treatment of immigrant/refugee elders, collaborators from UNCG and local non-profits, the Institute for Peace and Harmony, the Creative Aging Network North Carolina, and Kiran Incorporated, are committed to a mutually beneficial partnership that draws on the strength of each partner. In this work, they build capacity for more documentation, advocacy, educational sessions throughout the community, and a general awareness that contributes to a better quality of life for immigrant/refugee elders.

# Innovate UNCG

Inspired projects in  
economic  
engagement



## Why economic engagement?

**Innovate UNCG transforms ideas into impact.** From enhancing faculty research and securing funding to fostering collaborations and launching startups or nonprofits, Innovate UNCG helps the university community transform scholarship into **real world solutions**.

Our array of programs and services include consultations, traditional technology transfer services, supporting startups, workshopping, marketing, and licensing intellectual property originating from UNCG. We encourage scholars at all stages, including those uncertain about these prospects, to engage with us for access to resources, guidance, and support in their innovation journeys.

# Exceptional Collaborations

Innovate UNCG fosters space for faculty and students to work together with community and industry partners, with transformational results.



## 500 Fist Bumps

Naturally growing out of his scholarship in public health, **Dr. Mike Perko**, Associate Professor in the Department of Public Health Education and Faculty Affiliate for the Institute to Promote Athlete Health & Wellness, started *500 Fist Bumps* to support children's well-being. Utilizing fist bumps in youth sports and beyond to foster care and trust, *500 Fist Bump* organizations commit to the program to **ensure every child feels valued**. Already working with local "Y" organizations, Dr. Perko's personal experience fuels this endeavor, which promises a positive impact on mental health and community culture.



## Let's Move in Libraries

Let's Move in Libraries arose from **Dr. Noah Lenstra's** work in public libraries. Professor Lenstra, who teaches in Information, Library, & Research Sciences, started the program to promote and expand education for more healthful living in public library spaces. It assists libraries in offering free programs like cooking and physical activity, fostering partnerships for community wellness and aims to **increase physical activity through libraries worldwide**. Now a 501(C)3 organization, the Let's Move in Libraries Advisory Board is made up of administrators and staff from public libraries and organizations that partner with public libraries nationwide and beyond.

# Forward

*adj.* directed toward or facing the direction one is traveling



Dr. Terri L. Shelton, Vice Chancellor for Research and Engagement and Carol Jenkins Mattocks Distinguished Professor, reminds us that if we want to go far, we must go together.

## **Celebrating Community Engagement at UNCG**

Why is there a forward at the end of this volume? Because now - whenever you are reading, and wherever you serve - is the perfect time to join us in looking forward to what your community engaged work can be. UNCG has been at the forefront of pioneering community engagement as an institutional commitment and priority, driven by faculty, staff, center researchers, and students through scholarship, research, creative activity, teaching, and service. What distinguishes our community engagement efforts at UNCG is the deliberate and strategic approach we've taken in shaping the landscape of community-engaged scholarship. Our commitment goes beyond mere rhetoric; it is woven into the very fabric of our institution.

### **Campus, Community, State, and Global Reach**

We have integrated community engagement into the scholarly pursuit of knowledge generation, transmission, and preservation. Structures and support provided in the Office of Research and Engagement, and all across the campus, ensure that systems and strategies support reciprocal and mutually beneficial partnerships - alongside other forms of scholarly work.

We have integrated it into promotion and tenure guidelines. Since 2010, faculty have been formally recognized for their community-engaged teaching, research, and creative activities. Each year we renew this commitment with the continued hiring, support, and advancement of scholars who come and stay at UNCG for the purpose of engaging with and being transformed by communities.

Collaboratory®, a UNCG-developed database now in use by campuses nationwide, showcases hundreds of UNCG's community engagement activities, and our ongoing elective classification by the Carnegie Foundation as a Community-Engaged Institution since 2008, both serve as powerful symbols of our commitment to collaborative impact, showcasing that our strength lies in our responsiveness to and partnership with the larger community. This collaborative spirit underscores



### **Structures, Investments, and Resources - All to Advance Service**

The journey towards claiming our institutional identity as community-engaged has been purposeful. While some may perceive it as inherent or inevitable given our motto of “service” born over 130 years ago, it is essential to recognize that community engagement is not a passive trait but a living commitment that demands intentional ties to our mission, resources, and areas of accountability. As we reform structures and reallocate resources in pursuit of excellence, it is crucial to re(member) what ensures our sustained investment and fulfillment of commitments.

The theme of (re)membering, (re)flexion, (re)imagining, and (re)commitment resonates deeply with the essence of UNCG’s journey in community engagement. Today, as we stand at the crossroads of our collective efforts, it is imperative to acknowledge the remarkable nature of our community engagement initiatives and the unique structure propelling us forward.

### **Moving Forward with Intention**

Reflecting on the journey of UNC Greensboro’s community engagement over the years, it becomes evident that our commitment to service and collaboration is deeply rooted in our institutional DNA. UNCG proudly stands among the approximately 60 institutions recognized by the Carnegie Foundation for their dedication to both high research activity and community engagement, and one of fewer than 100 that hold the Association of Public and Land Grant Universities’ designation for innovation and economic prosperity. This distinction is not happenstance, but a result of intentional commitments made since our founding in 1891. Our single-word motto, “service,” has been the guiding force propelling us toward our current standing.

As we move forward, let us recommit to the values that define us. UNCG’s capacity for community engagement is not static; it is a dynamic force fueled by tributaries of individual and collective efforts, both within and beyond our institution.

## Citations

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**Page 32:** Unknown. (2022). Instructive panels at the International Civil Rights Center & Museum, Greensboro, NC [Photograph].

**Page 33:** Kane, M. (2015). Hypertension Evaluation with Montagnard Dega Association [Photograph].

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### About the cover artist

Emily McCollum is a Greensboro, NC based artist who finds creating to be one of the best ways to connect deeply with herself, others, and the world around her. Many of her recent works are process-focused, multi-layered acrylic paintings.

Emily has a master's degree in counseling from UNCG, and in addition to creating her own art, she enjoys working with others to use art to support their overall health and wellness.

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Of course, special thanks and warm congratulations go to Dr. Terri Shelton, whose leadership, brilliance, and kindness are woven through the preceding pages. We wish her a long and happy retirement.

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# Community Engagement at UNCG Timeline

The shape and energy of a river changes seasonally and according to the inputs contributing to the ecosystem. UNCG's capacity to serve communities through community-engaged scholarship is heavily influenced by the systems, structures, people, and organizations that contribute. The University's lasting commitment to service and reciprocal and mutually beneficial community engagement has refreshed us, just as tributaries sustain watersheds.

This timeline illustrates many key institutional investments and benchmarks that make up the quality and character of UNCG's community engagement. More detail is available in each of the three volumes of **Excellence in Community Engagement and Community-Engaged Scholarship**.

1891

**University Established**  
**UNCG Motto = "Service"**

Grassroots community engagement by faculty, staff, students, and community members, establishing Centers and partnerships.

2000

2009

## Expanding Service - Students

From 2000-2009, UNCG focused on expanding community engagement opportunities for students.

**2001** - Center for New North Carolinians established

**2009-2014** - UNCG Strategic Plan (Goal 4.3: "UNCG will promote an inclusive culture of engaged scholarship, civic responsibility, and community service")

**2002** - Office of Leadership and Service-Learning established jointly by the Provost and Vice Chancellor for Student Affairs. Its goal: to advance curricular engagement.

**2004** - North Carolina Campus Compact Presidential Commitment

**2006** - Presidents' Higher Education Community Service Honor Roll

**2006** - Service-Learning Faculty Fellows

**2008** - Initial Carnegie Foundation Community Engagement Elective Classification received.

**2008** - Community-Based Research Network launched by the Office of Public-Private Partnerships (later renamed Office of Research and Engagement)

**2009** - Community-based Research Grants (sponsored by Undergraduate Research and OLSL)

**2009** - Digital Library on American Slavery initially funded by the National Endowment for the Humanities

## Development and Growth of Community-Engaged Scholarship

During the 2010s, UNCG improved opportunities for faculty and staff to engage in community-engaged scholarship.

**2010-2012** - P&T policies revised and aligned to recognize community-engaged scholarship throughout teaching, research/creative activity, and service.

**2010** - Collaboratory© invented by the Institute for Community and Economic Engagement and licensed (2014) (50+ institutional members by 2024)

**2011** - UNCG Excellence in Community Engagement visioning and planning for institution and community

**2011** - Engagement Academy for University Leadership (senior leaders)

**2012** - UNC System Community and Economic Engagement Task Forces (chaired by UNCG representatives) assess "progress in community engagement and economic development", establish system-wide metrics (2012-2015)

**2012** - Barbara Holland and Emily Janke facilitate Promotion & Tenure workshops with 113 representatives from 42 academic departments

**2012** - The Institute for Community and Economic Engagement (ICEE) is established to centralize communication and information for community engagement activities.

**2013** - HHS Action Plan to Support Community-Engaged Scholarship, inaugural Community Engagement Faculty Fellow

**2015** - Humanities Network & Consortium established, extending and formalizing the work of an interdisciplinary group committed to humanities research & teaching.

**2015** - Taking Giant Steps: Strategic Plan

**2016** - Chancellor Gilliam signs UNCG's Campus Compact Civic Action Plan

**2016** - School of Health and Human Sciences study of community-engaged scholarship (sponsored by American Association of State Colleges and Universities)

**2016** - UNCG's Historically Underutilized Business (HUB) program exceeds NC's goal of 10% HUB participation for all major construction projects, fostering growth and profitability for small businesses.

**2017** - Chancellor's Giant Steps Research Development Grants for Community Engagement

**2017** - UNCG establishes two Millennial Districts to strengthen community-campus partnerships for innovation

**2017** - Lifetime Eating & Physical Activity Practices (LEAP) collaboration with Greensboro community established, focusing on individual and social determinants of health

**2017** - The College of Visual and Performing Arts establishes Greensboro Project Space, grant support, and programming under a Community Engagement Director.

**2018** - Community-Engaged Pathways and Partnerships (P2) program established by the Vice Chancellor for the Office of Research and Engagement.

**2019** - New division of Student Success (OSS) is established. Responsibility for curricular engagement transitions to the associate vice provost.

### Cultivating Academic Systems for Community Engagement Growth

Since 2020, the campus has worked to formalize and embed community engagement work throughout UNCG's institutional ecosystem.

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- 2020** - Chancellor's Strategic Directions (Community Engagement as one of four strategic priorities)
  - 2020** - UNCG establishes cultural arts venues within Millennial Districts, supporting local artists and contributing to neighborhood development.
  - 2020** - The Institute for Partnerships in Education (I-PIE) established, bringing unique focus to strengthening and expanding campus and community partnerships for to improve educational practice and equitable educational outcomes of all learners.
  - 2020** - Engaged Scholarship Prize was developed by North Carolina Campus Engagement in partnership with Chancellor Gilliam
  - 2021** - The UNCG Community Engagement Council is formed, tri-led by ICEE, OLCE, and OSS. The council aims to improve coordination and communication for the development of community-facing research, service, and teaching efforts.
  - 2021** - W.K. Kellogg Foundation Community Engagement Scholarship Award Winner
  - 2021** - Association of Public Land-Grant Universities Magrath Award Winner
  - 2021** - UNCG accepted into AASCU's Understanding Engagement in Times of Crisis with Collaboratory Initiative
  - 2022** - School of Health and Human Sciences created faculty fellowship for Community Engaged Research, with Dr. Sharon Morrison in the role.
  - 2020-2023** - Digital Library on American Slavery recognized as the first ever "virtual" stop on the Underground Railroad Network to Freedom, operated by the National Park Service; DLAS subsequently receives over \$200,000 in funding via the North Carolina Library Services and Technology Act.
  - 2023** - Association of Public and Land-Grant Universities designates UNCG as an Innovation and Economic Prosperity (IEP) University
  - 2023** - School of Nursing names Dr. Audrey Snyder as Associate Dean of Community Engagement and Academic Partnerships
  - 2024** - UNCG reclassified as community-engaged institution by the Carnegie Foundation

# Thank you!

For being part of  
our journey!

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