



Sustaining and Advancing Engagement

2017-2020



UNIVERSITY OF
NORTHERN
COLORADO

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2013-2016**

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Public, or community, engagement is broadly defined as the “The collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in the context of partnership and reciprocity. It can involve partnerships and coalitions that help mobilize resources and influence systems and serve as catalysts for initiating and/or changing policies, programs, and practices.”¹

UNC received the Carnegie Foundation for the Advancement of Teaching and Learning Elective Community Engagement Classification in 2015

¹ Carnegie Foundation for the Advancement of Teaching. (2011). Classification description: Community engagement elective classification. Retrieved from http://classifications.carnegiefoundation.org/descriptions/community_engagement.php.

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EXECUTIVE SUMMARY

After the launch of the initial University of Northern Colorado (UNC) community and civic engagement plan in 2013, and the creation and distribution of the three-year report in 2016, the Office of Engagement shares this second plan to advance and sustain engagement efforts at UNC into the year 2020, as we continue our work as a regional leader in community engagement. By strengthening the following aspects of academic and community engagement, we will further enhance our institutional mission to educate and prepare students for life and careers in a rapidly changing world.

Community and civic engagement (CCE) at UNC will continue to hone its focus on four dimensions of engagement work: Engaged Teaching & Learning, Engaged Research, Scholarship and Creative Works, Community Engaged Partnerships and Logistics and Operations (see figure 1). This plan supports our academic mission and ongoing strategic plan (see Table 1) outlines inputs, outputs, outcomes, and impact indicators for each area, and contemplates how these are to be implemented (see figure 3). Highlights for each area follow.

Engaged Teaching and Learning

The Office of Engagement will, in collaboration with the Office of the Registrar, debut a new course designation in fall of 2017. This designation identifies courses with a community engaged learning (CEL) component, preparing for the goal of the notation to appear on future student transcripts. The creation of this course designation will accomplish a number of CCE goals. First, it helps give recognition to both students and faculty who partake in the challenging and rewarding work of engaging with the community. Second, and equally importantly, the designation will help the Office of Engagement to track and assess community engaged learning across departments throughout campus, which will help us to target our efforts more effectively. Finally, the designation will potentially provide access to data on the impact this work has on students and community partners.

Engaged Research, Scholarship and Creative Works

The 2020 plan outlines how the Office of Engagement will assess and support engaged research, scholarship, and creative works (RSCW) across campus. This goal will be accomplished by encouraging transdisciplinary work and strengthening existing supports for community engaged work, while working to develop innovative additions. We also seek to further incentivize engaged work, create and implement new trainings and workshops, and review and improve funding sources for faculty who are considering, or who already conduct, engaged RSCW projects.

Reciprocal Community Engaged Partnerships

In conjunction with UNC IDEA and other partners, the Office of Engagement is in the process of innovating a new software program to create our partnership portal. The partnership portal will serve as an online meeting place for community members, faculty, and students alike to partner on projects that benefit both the university community, and the community at large. The portal will also allow the Office of Engagement to track and better understand partnerships and their impact, so that we may better focus our efforts going forward. The Office of Engagement will also continue to nurture our long-standing campus-community partnerships, while constantly seeking new opportunities to extend campus impact into the community.

Office of Engagement Logistics and Operations

In order to deliver on the above areas, the 2020 plan outlines how the Office of Engagement will increase the visibility and impact of CCE work on campus and beyond. In 2017 the office will launch a new website with updated information for students, faculty and the community. The office will create and share a new brochure in 2017 for promotional and informational purposes for our partners, collaborators, and community contacts. The Office of Engagement will also maintain and increase our visibility on campus, in the community, and on the national stage through academic and professional presentations, event participation, and leadership in the field of engagement.

Advancing CCE Work

A priority of the Office of Engagement in the next three years is to improve and expand our ability to make data driven decisions, especially in collaboration with community organizations and partners. As such the Civic Health and Equity Initiative (in collaboration with Campus Compact of the Mountain West and University of Denver), will use a systematic approach to create an assessment model for community and civic engagement on campus. This model will be used, and modified if needed, in subsequent years to understand our impact and in turn to conceptualize innovative ways to sustain and advance our engagement efforts. We will do so in a responsible and productive way, so that UNC strengthens its role as an engagement leader across the state and the nation, while also working to create equitable, resilient and healthy communities.



OVERVIEW AND SCOPE

Carefully tracking how we behave in our community engagement activities, through a self-critical ethnographic lens can support a foundational value of the academy: seeking truth through knowledge. The first task may be to consider how our own university or college has established engagement tracking and to see how or whether involving community partners in creating and using tracking data can become a reality. In the long term, if higher education institutions are truly interested in authentic community-university partnerships that involve co-planning and co-implementation, tracking must become a part of our engagement, not just a product of it. (Rosing, p.151, 2015)

This second plan to advance our continued commitment to Community and Civic Engagement (CCE) at the University of Northern Colorado (UNC) builds upon foundational work and accomplishments from the initial plan to Institutionalize Engagement at UNC, 2013-2016 and the [final report](#) of activities and outcomes.

Since the launch of the 2013 CCE plan and the resulting work, UNC has reaffirmed its role as an anchor institution and a national leader in engagement. Following an extensive self-assessment UNC was recognized with the Carnegie Classification as an Engaged Campus, 2015. The Carnegie classification brings prestige and acknowledgement of our institutional commitment and efforts in engaged teaching, learning, and research, scholarship, and creative works (RSCW), recognizes our strength in community partnerships, and provides a tested framework for our ongoing efforts and further development to institutionalize engagement.

This plan for next three years, 2017-2020, is informed by the findings and analysis from the work conducted as a result of our initial plan. It recognizes areas for continued development and support, ways to sustain alignment with UNC strategic planning and the Carnegie classification framework for engaged campuses, and proposes some new avenues. The Office of Engagement drafted this plan, shared it for review and feedback with the 2016-2017 CCE Committee, and subsequently with the campus community for comments during the spring 2017.

As we advance our commitment to engagement at UNC we do so by adhering to “our promise to students for a transformative education,” and to the educational and public good that community engaged learning and RSCW bring to our academic endeavors, including the mutual benefits entailed for students, our campus, and community partners. This work aligns with and supports the revised institutional student learning outcomes, particularly Category 3: Be an engaged citizen.

Accordingly, this plan identifies areas for ongoing engagement to strengthen existing operations, support systems and partnerships, including the need to establish relevant and accessible means to track and measure the outcomes and impact of engagement, in both quantitative and qualitative terms. In addition, the plan delineates specific areas for advancement and/or exploration as we enter the next phase of being an engaged campus 2017-2020.

² President Norton, State of the University 2016-2017, 9/7/16



ENDORISING OUR COMMITMENT TO ENGAGEMENT

Since the launch of the initial CCE plan in 2013, UNC has made substantial gains across many areas, the most significant of these being national recognition by the Carnegie Foundation for Teaching with the 2015 Engaged Campus classification. As defined by Carnegie:

The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.³

This 2017-2020 plan is designed to further guide our work across four key areas, identified as priority actions in the original plan, and acknowledged here as dimensions of institutional engagement with a particular focus on those areas that relate to academic community engagement and student success, faculty scholarship and professional development, and community collaborations. These dimensions are represented as follows and in figure 1 below.

1. Engaged Teaching and Learning depicted in blue, a UNC color because it represents one of the foundational pillars of our mission and the teacher-scholar framework.
2. Engaged Research, Scholarship and Creative Works (RSCW) depicted in yellow/gold, also a UNC Color, and another pillar of our institutional mission and commitment to RSCW in the public interest.
3. Reciprocal Community Engaged Partnerships depicted in green to represent the ecology and systems approach we aspire to through our community partnerships.
4. Office of Engagement Logistics and Operations depicted in red, and although represented here in the upper left corner as foundational for the other areas, it will be discussed last in this report. This is so as not to detract from the primary foci of the coming years identified in the other dimensions.

³ How is Community Engagement Defined http://merche.org/index.php?option=com_content&view=article&id=341&Itemid=92

Figure 1: Dimensions of Community and Civic Engagement 2020



*Note: Dimensions are not intended to represent scales of Engagement; components ordered alphabetically within each dimension.

The focus on these dimensions is also informed by the Provost's summary report and update for Academic Affairs Strategic Planning (July, 2016)⁴, and recognizes the following four areas as closely interrelated with the community and civic engagement plan. (Table 1)

In addition, this plan considers general feedback provided from the Carnegie Foundation to all engaged institutions following their successful 2015 classification. The recommendations were for continued development across four areas of institutional engagement in order to; a) expand the breadth and depth of assessment practices, b) work toward clarification in faculty policies and increase incentives for engaged teaching and learning and RSCW, c) maintain and nurture “authentically collaborative and mutually beneficial partnerships,”⁵ and d) seek out ways to better integrate community engagement into other university initiatives in a coherent manner.

Table 1: Relationship between UNC Strategic Plans and Academic Engagement Dimensions

Strategic Planning Area / Academic Engagement	Priorities & Focus	Academic Community Engagement Connections
Academic Portfolio Engaged Teaching and Learning	Teacher-scholar model enriches academic quality of degrees; emphasis on reviewing delivery modes and envisioning a new Liberal Arts Core.	Teacher-scholar model loans itself to community engaged learning. Engaged learning as a high impact practice. Transdisciplinary knowledge development.
Research, Scholarship and Creative Works Engaged RSCW	Investments to support inclusive RSCW and grant activity, including sponsored research and differentiated workloads for faculty.	Mutually beneficial and reciprocal learning or RSCW. Examples: Social Research Lab. Rocky Mountain Cancer Center, Centers & Institutes.
Equity and Diversity Community Partnerships	Work on campus climate and community; professional development opportunities.	Engaged teaching and learning and RSCW raises awareness of social equity issues, and cultural diversity.
Internationalization Community Partnerships	Identify ways to internationalize experiences for UNC students locally and globally.	Students can engage with international students, refugee & immigrant populations locally, and or through engaged study abroad experiences.

⁴ Connections also to *Recruitment, Retention and Graduation (Academic Affairs Strategic Plan 2016.doc 7-15-16)*

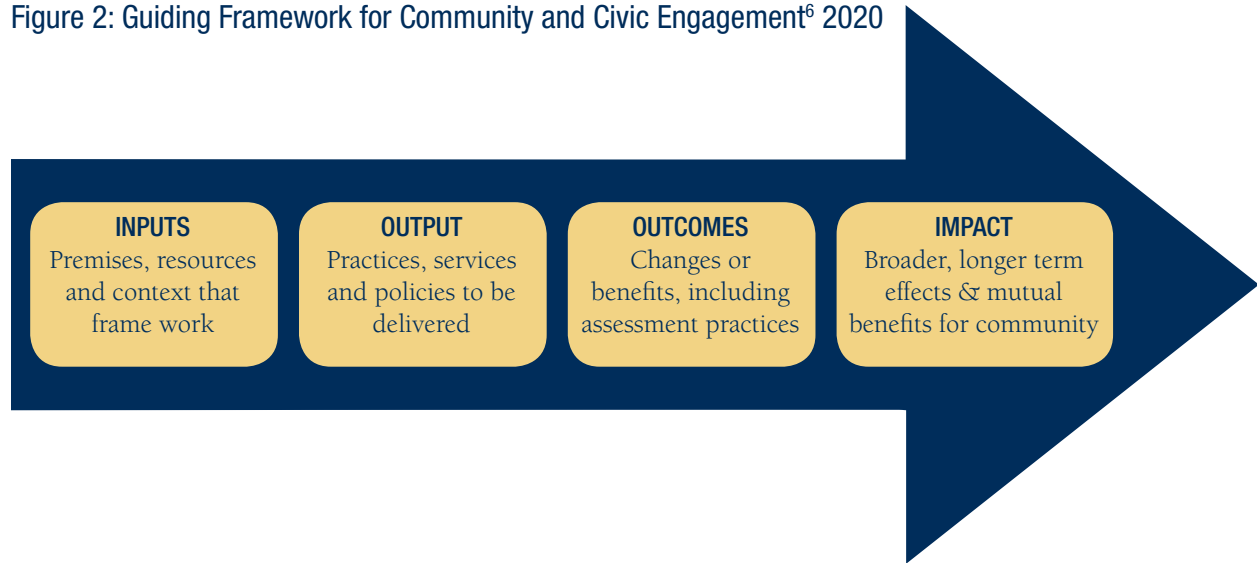
⁵ www.nerche.org/index

Accordingly, this plan to sustain and advance UNC engagement is informed by the framework shown in figure 2 below. The plan will identify; inputs and premises to guide each area, outputs (products, practices or policies to deliver or put in place) and outcomes (changes or benefits that result, including potential benchmark and assessment practices that can be established), and the impact or broader effects of this work such as the mutual benefits to students and community partners and relates these to each dimension in light of past accomplishments and in relation to institutional academic strategic priorities (Cupitt and Ellis, 2007).

This plan focuses on the four key dimensions of engagement: Engaged Teaching and Learning, Engaged RSCW, Engaged Partnerships, and Logistics and Operations. Each dimension identifies action steps to guide our work in the coming years, with a particular focus on strengthening how we assess and evaluate not only the outputs, but also the impact.

As with the original plan, this plan recognizes the value of theory-based evaluation (Chen, 1990), whereby our work is informed by different theories and “thought process about how and why” certain approaches can be effective.

Figure 2: Guiding Framework for Community and Civic Engagement⁶ 2020



Theory-based evaluation attempts to address the problems associated with evaluating comprehensive, community-based initiatives and others not well suited to statistical analysis of outcomes. Its underlying premise is that just because we cannot effectively measure an initiative’s ultimate outcomes statistically, it does not mean we cannot learn anything about the initiative’s effectiveness.⁷

Therefore, in this plan we revisit aspects of the original logic model for how our engagement work is conducted and the anticipated results. In light of a growing and more robust assessment framework in engagement, each dimension outlined below, including the scope and direction of the work, is framed with reference to the model.

⁶ Adapted from Cupitt and Ellis, 2007 cited in Hart, Northmore, & Gerhart n/d. Briefing Paper Auditing, Benchmarking and Evaluating Public Engagement. National Coordinating Center for Public Engagement: Bristol, U.K.

⁷ W.K. Kellogg Foundation Evaluation Handbook, 1998, p. 6

Figure 3: Overview of Dimensions of Engagement from Inputs to Impact

Dimension	Basic Inputs Premises, resources and context that frame our work	Foundational Outputs Practices, services and policies to be delivered	Key Participants Those leading the work and other collaborators	Overview of Outcome Indicators Changes or benefits, including assessment practices to drive action	Impact Highlights Broader, long term effects & mutual benefits
Engaged Teaching and Learning	Teacher-scholar model Guidelines for engaged teaching and learning course designation High Impact Practices	Support for faculty & students, course design & assessment issues, including CEL designation & assessment of community engaged learning	Office of Engagement & Engaged Faculty Workshops, Peer to peer model CETL & Office of Assessment Fellows	Increase in faculty training and expertise in community engaged learning, course designation code, enhanced assessment ability and measures, faculty peer networks, and student data	Community of Engaged Scholars Peer to peer network & support system Increased value for engaged teaching & learning
Engaged Research, Scholarship and Creative Works	Building on UNC's legacy of engaged and integrated RSCW, work will be supported by Digital Measures, & space developed for storytelling of community engaged RSCW and its impact	Identify affiliate faculty model Develop institutional guidelines to support identification and recognition of the scope and range of engaged RSCW Increase incentives and support in faculty evaluation process. Connect to external standards, equity and diversity work	Colleges, OSP and Research, CETL, Office of Engagement, Associate Deans & faculty, faculty review teams, Fac. Senate/ APC, OUR, HSL, McNair, Graduate School, other	Plan for engaged faculty model Inform, monitor and evaluate use of ETLs & ES Identify where student engaged RSCW is occurring Expand access to and available resources for engaged RSCW or technical assistance opportunities	Engaged fellows & improved communication and understanding of engaged RSCW Quantifiable data about engaged RSCW Documented evidence of community impact
Community Engaged Partnerships	Carnegie Classification-Engaged Campus UNC is an anchor institution: facilitator, leader & convener Experience with Community partners and task force	Community Partner Portal Increased connections with local businesses, agencies and organizations Strengthen diverse partnerships and mutual benefits	Office of Engagement, UNC-IDEA Extended Campus, AIMS Biz Hub and University Centers or Institutes Deans & external advisory boards Social Research Lab Key community organizations	Conceptualize & design community partnership portal to build and maintain a robust database Civic Health & Equity Initiative Facing Change Project - model for faculty, student and curricular engagement	Community Partnership Portal- Awareness of external engagement work Civic Health and Equity Matrix ongoing evaluations Visible impact and mutual benefit across a range of engaged learning and RSCW
Office of Engagement Logistics	Visible presence online and in publication Campus collaborations & community partnership building/support Signature events and activities	Campus Commons, website & media presence Organizational affiliations and memberships Curricular & co-curricular pathways Oversight of External Partnerships	Support faculty & students, campus units, Career Services UNC-IDEA, Office of Student Life & student services Community orgs & partners Campus Compact Mountain West, CSU, Metro, CU Boulder & other campus Local & regional community partners	Transition into Campus Commons Increase in student scholarships UNC participation & leadership in professional organizations Monitor & evaluate projects and partnerships undertaken Expand Portal functions & promote to other users	UNC engagement is broadly communicated and understood by campus & community partners Office of Engagement will have a sustainable and systemic assessment plan in place UNC-External Partnerships enhanced through in person and online technologies



1. Dimension: Engaged Teaching and Learning

1.1. Input

UNC adheres to and promotes a teacher-scholar model. In this model, instruction seeks to provide students with meaningful opportunities to develop deep learning (Tagg, 2003 cited in AAC&U). One of the myriad of ways that these opportunities are possible is through the pedagogies and practices of community engaged teaching and learning that has long since been valued as a high impact practice (Kuh, 2008, AACU, 2013). It is important to acknowledge that while much community engaged learning at UNC occurs in the Humanities and Social or Behavioral Sciences, it also spans many other disciplines and is embodied through a range of pedagogies, including direct, indirect and advocacy work, and in many instances engages students with the natural environment or world, as in Natural and Health Sciences.

Community engaged learning is recognized by the American Association of Colleges and Universities and provides students with:

Direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.⁹

Notwithstanding, community engaged teaching and learning is a labor intensive, high stakes, complex activity. As noted recently:

Boyer (1996) and Lynton (1996) championed, increased the legitimacy of community-engaged research and teaching as academic, scholarly pursuits. (...) This more integrated, systemic view clarifies and amplifies engagement as scholarship, thus becoming a method or a way of doing teaching, learning, and research that involves “others” outside academia who have expertise, wisdom, insights, and lived experience that are essential to the knowledge task at hand.¹⁰

⁸ <https://www.aacu.org/publications-research/periodicals/why-teacher-scholars-matter-some-insights-fsse-and-nsse>

⁹ http://www.aacu.org/sites/default/files/files/LEAP/HIP_tables.pdf

¹⁰ Sandmann, L., Furco, A., & Adams, K. (2016). Building the Field of Higher Education Engagement: A 20-Year Retrospective. *Journal of Higher Education Outreach and Engagement*, 20(1), 1-14. Retrieved from <http://openjournals.libs.uga.edu/index.php/jheoe/article/view/1588/907>

Institutional data from the UNC senior survey indicate over 72% of graduates report having some form of community engaged learning or RSCW experience during their time at UNC. Statistical analysis show that community based teaching and learning experiences significantly and positively correlate with overall GPA, as well as students desire to complete undergraduate studies, and their sense of preparedness for their chosen career. In addition, students with community based learning experiences outperformed their peers with no community engagement with regards to their civic awareness, sense of belonging and positive cross-racial interactions.

The Office of Engagement (2013-16) collaborated with UNC departments and programs with academic areas that already have a high number of community engaged courses. Following focus groups and faculty discussion, criteria and baseline indicators were created that address mutually beneficial learning and public good through the development of [Guidelines for Engaged Teaching and Learning Outcomes](#), and a course code and designation that acknowledges courses with community engaged learning (CEL) is ready to be implemented. This designation recommends that courses identify which of the assessment practices address student learning in these community engaged experiences.

As a high impact practice community engaged learning also supports student retention and graduation rates (NASPA, 2013)¹¹ and this effect is even greater with low-income, first generation, and underrepresented students:

The relative effects of engagement in high-impact practices were also evident when comparing students from racial or ethnic minority groups with each other and with their traditionally advantaged white peers. While participation in high-impact practices yielded positive effects on students' perceptions of their learning and reported learning gains across all racial or ethnic groups, in some cases student groups that reported the lowest perceived deep learning or gains in learning absent high-impact practices demonstrated the greatest boosts in these perceptions when they had engaged in multiple high-impact practices. (Finely & McNair, 2013, p.15)¹²

Increased research on international education indicates that for many students it is no longer enough to merely study abroad, but rather students are seeking to engage with local communities in meaningful ways in global contexts.¹³

The results of logistic regression indicated that studying abroad in a developing country and engaging in international service-learning were positively associated with the odds of development volunteerism. (Horn & Fry, 2013)¹⁴

UNC has a diverse and strong tradition in study abroad and a growing number of courses and faculty led study abroad (FLSA) are venturing into engaged international community learning.¹⁵ However, this remains an untapped area, and with appropriate support has strong potential for growth.

¹¹ NASPA 2013 Report: Five things student affairs professionals can do...

¹² Assessing Underserved Students' Engagement in High-Impact Practices, AACU LEAP Report PDF

¹³ Paige, R. M., Fry, G. W., Stallman, E. M., Josic, J., & Jon, J. (2009). Study abroad for global engagement: The long-term impact of mobility experiences. *Intercultural Education*, 20(sup1), S29-S44. doi:10.1080/14675980903370847.

Klak, T., & Mullaney, E. G. (2012). International civic engagement: From development studies and service-learning, to miami university-dominica partnerships. *Partnerships: A Journal of Service-Learning and Civic Engagement*, doi:10.7253/partj.v0i0.428

¹⁴ Horn, A. S., & Fry, G. W. (2013). Promoting global citizenship through study abroad: The influence of program destination, type, and duration on the propensity for development volunteerism. *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*, 24(4), 1159-1179. doi:10.1007/s11266-012-9304-y

¹⁵ Examples include: Psychology course in London, Geography course in Iceland, Egypt FLSA, Anthropology in Yucatan Mexico, Earth Sciences in Costa Rica.

1.2. Outputs for Engaged Teaching and Learning

- a. Recognize and support engaged teaching and learning across the curriculum
 - Implement the Community Engaged Learning (CEL) course designation.
 - Design and deliver professional development with faculty through a peer-to-peer model¹⁶ informed by the Engaged Faculty Curriculum to design and review syllabi and ensure engaged learning is assessed and relates to SLOs.
 - Explore and consult whether internship and practica courses would benefit from adding this designation, at undergraduate and graduate levels.
- b. Cross campus collaboration to advance Community Engaged Learning
 - Coordinate with programs and units, including Center for International Education and Extended Campus, to share guidelines for Engaged Student Learning Outcomes and infuse these as relevant across the curriculum for all students, especially first generation and underrepresented students
 - Help students connect class work to engaged work, or volunteer experiences to credit bearing opportunities.
 - Collaborate with the Assessment Council and Liberal Arts Core review team to explore ways so that all students might experience some community engaged learning. Provide examples of CEL, including alternate delivery modes and online instruction, as well as connections to LEAP Value Rubrics. Review options for Signature Work and Learning Pathways experiences.
 - Continue to support and promote faculty seeking internal and external funding for development and implementation of community engaged learning in consultation with the Office of Research and Sponsored Programs.
- c. Assessment of community engaged learning
 - Collaborate with the Office of Institutional Reporting & Analysis Services (IRAS) and the Office of Assessment to identify and gather institutional indicators, student data and feedback through HERI and the senior survey about students' perceptions of community engaged learning.
 - Work with Digital Measures implementation team to identify engaged teaching and learning, and engaged scholarship, make available for annual review and program review, and connections to faculty evaluation process
 - Explore potential for web-based portal to track these experiences and outcomes.
- d. Support students in engaged teaching and learning contexts
 - Develop a university wide approach to make engagement an important component in all UNC students' educational experience.
 - Collaborate with the Center for Honors, Scholars and Leadership and similarly engaged entities, so that students are engaged in contexts and cultures different from their own but in such a way that these experiences connect to students' academic goals.
 - Increase offerings for engaged student scholarships
 - Encourage student engagement in curricular and co-curricular spaces, and in contexts and cultures different from students' own, in such a way that these experiences connect to students' academic goals. Partner with Dean of Students, Office of Student Life, Cultural Centers and other student support services.

¹⁶ Explore and design an affiliate faculty model for the Office of Engagement, whereby faculty apply to serve for a determined term to be acknowledged as university wide service with opportunities leading to engaged RSCW. Explore intersections with Assessment fellows and CETL redesign work.

1.3. Outcomes for Engaged Teaching and Learning

- a. Faculty knowledge and pedagogical skills in design, delivery and assessment of engaged learning will increase as evidenced on pre-post professional development surveys, including understanding of the benefits and impact of CEL for all students, and faculty. Revisit awards for engaged teaching and learning.
- b. Courses across the curriculum with community engaged learning opportunities will be coded with CEL designation allowing for identification and tracking, and possible future differentiation of types of learning, based on the nature and degree of the engaged learning experiences.
- c. Campus wide awareness and recognition of engaged SLOs will increase, as will the interconnections to learning outcomes at the institutional level, and those of other professional organizations (i.e. CAS Standards Humanitarian & Civic Engagement, LEAP Value Rubrics) evidenced in student learning documented during program review process.
- d. Institutional data will indicate the impact of engaged learning student outcomes for students from across campus, as well as from diverse backgrounds, and will be assessed in comparison to national trends in higher education, as well as data on our impact on communities.

1.4. Impact for Engaged Teaching and Learning

- a. A visible community of engaged teacher-scholars (affiliate faculty peer to peer network) with cross campus collaborations, between junior and senior faculty with experience in local and national engaged scholarship forums.
- b. A professional toolkit of engaged teaching and learning resources (sample syllabi, evaluation and assessment protocol, community partnership opportunities, as well as scholarly articles and alternative products for the public good) will be available through an online repository.
- c. Benchmark criteria for CEL, including assessment indicators, will be developed through an iterative process of implementing this designation.
- d. An increased number of students will experience community engaged learning (on campus, internationally, and online) and the mutual benefit and impact in students and community partners will be readily identifiable (common language, print and web media publications).



2. Dimension: Engaged Research, Scholarship & Creative Works

2.1. Input

UNC is a doctoral research university, and as recognized in the research, scholarship and creative works (RSCW) plan, faculty have a strong legacy of engaged scholarship that has “advanced the University through systematic inquiry that benefited both the institution and the community.”¹⁷ UNC’s research plan acknowledges Boyer’s view of scholarship that transcends traditional lines and instead amplifies connections among research, teaching and practice across scholarship of discovery, integration, application and teaching (Boyer, 1990). Proof of the diversity of this work is that many faculty have received external awards to support engaged scholarship through regional and national organizations.

As a result of the 2013 plan to institutionalize engagement, and the Carnegie classification, UNC has now implemented two identification codes in Digital Measures that serve to acknowledge Engaged Teaching and Learning Scholarship (ETLS) and Engaged Scholarship (ES).

The ETLS identifier pertains to faculty scholarship (RSCW) associated with their teaching and learning and curricular engagement achievements in connection with service learning or community-based courses. This includes scholarly products on topics such as, but not limited to curriculum development, assessment of student learning in the community, or action research conducted within a course, that have been disseminated to others through scholarly venues as illustrated in the description. (i.e. research studies, conference presentations, pedagogy workshops, publications, etc.)

And the ES identifier serves to identify faculty scholarship (RSCW) that contributes to the generation and construction of new knowledge and theory development that is associated with their community engagement and partnership activities. This includes but is not limited to research studies of partnerships, documentation of community response to outreach/engagement programs, or other evaluations or studies of impacts and outcomes of partnership activities (i.e. scholarly reports, academic and/or professional presentations, technical reports, research reports, policy reports, publications, etc.)

In addition, UNC provides multifaceted opportunities for students to participate in engaged research, scholarship and creative works as part of their academic programs of study. These opportunities not only support a transformative education, but significantly enhance students’ understanding of and contributions to transdisciplinary knowledge and learning, their development as Engaged Citizens,¹⁸ and their ability to contribute to the field and to communities at large.

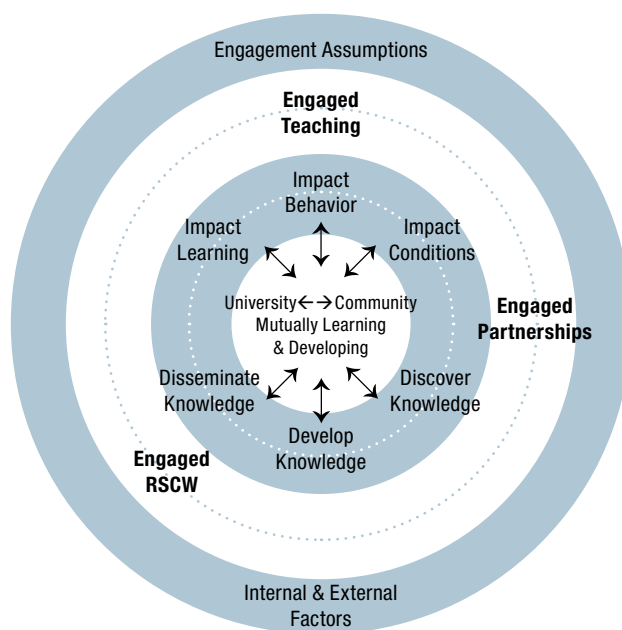
¹⁷ UNC Research, Scholarship and Creative Works Plan 2012-2015, p. 2-4

¹⁸ UNC’s Institutional Learning Outcomes (draft 2, 2016)

These considerations, coupled with the following outputs, will help to build both a more expanded view of scholarship as posited by Boyer (1996) and by other similar work such as the Pennsylvania State University, UniSCOPE model (2008), and also to view engaged scholarship not just as an end for promotion and tenure, good public relations, or the sole function of the outreach mission. Instead, engaged scholarship should be integrated as much as possible across the institution's missions to more holistically and effectively address the purposes of higher education¹⁹.

Franz (2015) proposes a holistic model of Engaged Scholarship that contemplates the intersections across faculty's daily activities and the institutional tripartite mission (teaching, research and service). This model (see figure 4) recognizes the interrelations among individual, institutional and external factors, as well as assumptions about engagement. The model identifies six entry points that support engaged scholarship, each of which provides spaces for storytelling about the outcomes and impact of this work.

Figure 4. Adaptation of Franz model to show Engaged Teaching and RSCW interconnections



2.2. Output for Engaged Research, Scholarship & Creative Works

To support faculty, units, departments, schools, programs and work in community-based and engaged scholarship, the following actions will be implemented:

- a. Identify and collaborate with engaged faculty through an affiliate faculty model, described in more depth in the Logistics and Operations dimension, and provide professional development opportunities such as the Engaged Faculty Institute and participation in the Mountain West Community Engaged Scholars Summit or the international [Engagement Scholarship Consortium](#), and regional alternatives.
- b. Establish institutional guidelines and criteria to support identification and recognition of the scope and range of engaged RSCW, informed by national norms, reports and benchmarks, so that “high yet reasonable expectations can be implemented.”²⁰ This should include recognizing both the variety and the transdisciplinary and collaborative nature of engaged professional activity.
- c. Incentivize and support recognition of engaged faculty research, scholarship and creative works in the faculty evaluation process and support engaged faculty to tell the story of engaged scholarship through

¹⁹ Franz, 2010, p. 3. A Holistic Model of Engaged Scholarship, JHEO

²⁰ UNC-RSCW Report 2013-2013, p.3

workshops and professional development on engaged RSCW; include training on Digital Measures, classification of engaged work and preparing engaged scholar dossiers for Promotion and Tenure.

- d. Review and enhance existing and new options for funding engaged faculty research, community engaged scholarship and creative works (RSCW) through mini grants. Collaborate with the Office of Research, university colleges, centers and institutes, as well as external entities regionally and nationally. Identify mechanisms to allocate engaged awards within existing funding opportunities to support RSCW that is in the public interest, such as the Social Science Engaged Research Award.
- e. Identify and strengthen support for engaged faculty and RSCW that enhances institutional priorities and issues relating to equity, diversity and internationalization. Explore options for differentiated compensation models based on RSCW, as well as implementation of other incentives, such as sponsored professorships or fellowships in collaboration with the Development Office or other units (CETL, Office of Research, Office of Assessment).

2.3. Outcome for Engaged Research, Scholarship & Creative Works

- a. The engaged affiliate faculty model will recruit 1-2 faculty, with a proven track record of engaged RSCW, or with experience as fellows for teaching and learning or assessment in order to enhance professional development and prominence of this work across campus. Terms of appointment to be determined.
- b. Collaborate with Office of Research, and the Office of Assessment to make resources available for engaged RSCW or technical assistance opportunities (including support for engaged research methodologies) that are identifiable and accessible at various levels (faculty, program, college).
- c. Document the return-on-investment for faculty, students and others, including regular (annual) reports using Digital Measures, and or a Partnership Portal to elicit community partner input and voice, in order to assess degree and extent of engaged RSCW across campus and in communities. This reporting will be conducted and run through the Office of Engagement, with no burden to faculty. It is complementary to annual/biannual/comprehensive review that faculty undertake.
- d. Collaborate with Deans and Provost's office to explore effective approaches to recognize engaged faculty's RSCW in coordination with existing faculty evaluation and award systems at college and university levels, in addition to growing regional and national award opportunities. Consider recommendations to include more community partner evaluations or feedback, and/or draw on data from the Civic Health and Equity Initiative. Recognize the need and explore additional options for working with faculty senate, or others, to fully recognize this work in the faculty evaluation process.
- e. Engaged RSCW will be leveraged to better understand and assess our progress in issues related to equity and diversity, and internationalization, especially through storytelling and other qualitative formats, including community partner voices.

2.4. Impact for Engaged Research, Scholarship & Creative Works

- a. The engaged affiliate faculty model will improve communication and understanding of engaged RSCW in colleges and across campus, as well as in professional forums and communities.
- b. An increase in applications, as well as successful grants and awards will provide support and funding to sustain existing RSCW efforts and encourage growth in this area.
- c. Assessment and documentation of exactly where and how engaged RSCW occurs will be facilitated through Digital Measures and collaborations with IRAS and the Office of Assessment; thus enabling continued improvement.
- d. Engaged RSCW will be recognized as a legitimate vehicle that can both inform other areas of institutional work (e.g. Equity, diversity and internationalization) and support student engagement and success. Examples will be used to exemplify and promote UNC's unique identity, teacher-scholar model, and commitment to transformative education.



3. Dimension: Reciprocal Community Engaged Partnerships

3.1. Input

Community engagement, teaching, learning and RSCW are founded on and committed to the principles of reciprocal learning and mutual benefit for all partners. Accordingly, and in order for UNC to be a dependable partner, we must continually re-examine and nurture our engagement with community constituents.

As an anchor institution with 2015 Carnegie Engaged Campus Classification, UNC has engaged with many external entities in a range of capacities; facilitating, leading and convening around community engagement. Hodges and Dubb (2012)²¹ describe anchor institutions engagement activities across three models, summarized here:

Table 2: UNC’s traditional role as an anchor institution

Model Type	Approach	UNC Examples
Facilitator	Tends to place special emphasis on educational opportunity, including a focus on access, academic engagement, and public education and health partnerships, as well as providing in-kind resources for local capacity building across a broad geographic region.	Business, Libraries, Nursing, PVA and Teaching
Leader	Emphasizes education and health partnerships, but tend to focus on pursuing comprehensive community revitalization, using their business practices for community economic development, often with a specific focus on disinvested neighborhoods that are immediately adjacent to the university.	Biz Hub, University District, Education partnerships, Community Health, Rocky Mountain Cancer Center, UNC Centers and Institutes
Convener	Focuses on comprehensive community revitalization, often places greater emphasis on building local capacity and sharing agenda setting power with other community stakeholders.	University District, Social Research Lab, City of Greeley, Partnerships with District 6 Schools

²¹ Hodges, R. A., & Dubb, S. (2012). *The Road Half Traveled: University Engagement at a Crossroads*. Michigan State University Press.

In order for our engaged communities, the University District and other existing partnerships to succeed and new ones to grow, there needs to be sustained investment on large and small scales with both business and community agencies and organizations. In addition to serving in the traditional roles outlined here, UNC has the potential to collaborate as a mainstay organization, providing collaboration and opportunities for mutual learning and collaboration among different institutions that will lead to collective impact. It is important to acknowledge that in these changing times, “Rarely, are universities acting as leaders or conveyors or facilitators in these efforts. They are a source of people, ideas and research to answer key questions posed by the community,” (Ramaley, 2017 personal communication). Accordingly this work requires a recognition of the synergies that exist between these entities and our academic endeavors, primarily in engaged teaching, learning and engaged RSCW. As stated in our original plan, we must seek to “develop and implement strategies that enable reciprocity between main and extended campus and community, where community voice is expressed and shared, where knowledge is viewed as co-constructed and where we collaborate to facilitate inclusive, and deliberative democracy in the public interest (Saltmarsh, 2009).”

As a result of our 2016 plan, the Office of Engagement has been able to consult with and convene groups of community partners and leaders at a range of forums, including the Community Engaged Scholars Symposium and the Task Force for Community Partnership Principles. Significant progress was made to meaningfully engage community partners, and to support faculty and others with partnership building locally and further afield, including the development of guidelines for partnership principles.

However, and given the complexity of this work, there are ongoing areas for investment in practices, services and policies in the coming years. The challenge moving forward will be to maintain these relationships as relevant and meaningful for those involved, as well as continued collaboration on preexisting and new initiatives. Ideally, this work could include the identification of pressing issues, wicked problems, or social or environmental themes or challenges that would bring together a diversity of disciplinary knowledge and expertise to leverage significant and collective impact for life in communities.

3.2. Output for Reciprocal Community Engaged Partnerships

The following practices are designed to endorse areas and services that were identified and that remain in need of continued support, as well as proposing additional services as relevant.

Fortify previously identified areas of focus:

- a. Develop a Community Partner Portal. Work with IDEA, Biz Hub and University Centers or Institutes and other campus offices to identify and connect to local businesses, agencies and organizations that can offer partnerships and reciprocal learning or development opportunities to our diverse students, faculty and university.
- b. Continue to collaborate work with existing community programs that strengthen a range of diverse partnerships and mutual benefits, including City of Greeley, Leadership Weld County initiative, United Way Weld County, K-12 Schools, High Plains Library District, Downtown Development Authority, Lutheran Family Services.
- c. Explore engagement with Greeley Chamber of Commerce, the Hispanic Chamber of Commerce and other non-profit and cultural community organizations to implement programs that attract clients and promote business. Coordinate these efforts with University Relations. Examples already in place include the Bear Biz Program and the Small Business Development Center.
- d. Strengthen and support the arts and culture as key aspects, representative of fertile cross-disciplinary sites for campus-community engagement learning and RSCW. Examples from Performing and Visual Arts, and the Creative Arts District.

Advance mutually beneficial innovations with communities as partners. Examples underway include, but are not limited to:

- a. Civic Health and Equity Initiative- work with campus and engage diverse community partners to enhance our ability to measure our contributions to regional civic life and equity, strengthen community partnerships, and to inform ongoing work and assessment in Community and Civic Engagement n partnership with Campus Compact and University of Denver.

- b. Facing Change Project – engage campus and community voices in reflections on change, social connectedness and mutual understanding to gather stories and perspectives that will inform community understanding, illustrate the assets and identify potential needs. Support also from Campus Compact and the national [Facing Project](#)[®].
- c. Community Partnership Portal – collaborate with IDEA, and or BizHub to resolve the need for an electronic interface for community partnership building on the front end, and data management and reporting on the back end.
- d. Explore possibilities for dedicated engagement liaisons within colleges/units and or connect with Deans and external advisory boards regarding Engaged Faculty Scholars model.
- e. Connect with Extended Campus and others to promote lifelong learning and engagement, as a lifestyle rather than a requirement. Explore online and face to face mini series and workshops.

3.3. Outcomes for Reciprocal Community Engaged Partnerships

As a result of the proposed outputs described above, we anticipate the following benefits and outcomes:

- a. Community Partnership Portal – if successful this project will provide a much needed platform for individuals to seek out and connect for partnerships and collaborations that support mutual learning or RSCW. The tool will also assist in identification and tracking of this work across campus and in the community.
- b. A continued enrichment and mutual understanding with regards to campus-community relationships and partnership work. College engagement liaisons will enhance communication and awareness of external connections and engagement work.
- c. Civic Health and Equity Initiative- will augment the identification of civic health indicators, spanning disciplinary boundaries, and result in matrices and other indicators that will be used to measure the collective impact of engaged partnerships in Northern Colorado. Specifically, the initiative will advance assessment of civic knowledge and agency, as well as social connectedness and equity, while strengthening existing assessment efforts. Ultimately, the NoCo Civic Health Matrix and instruments will provide robust data to support future evidence based approaches to engagement.
- d. Facing Change Project –This project will connect faculty and undergraduate students from diverse disciplines through community based story telling and writing. It will promote engaged learning and increased understanding of change around social issues facing our communities. The resulting stories and narratives will be published and presented through a book launch and other events.
- e. UNC's role and position as a vehicle for lifelong learning and engagement will be elevated further, and opportunities for community partners to engage will increase.

3.4. Impact for Reciprocal Community Engaged Partnerships

By supporting the opportunities and engagement strategies outlined above we aspire to nurture existing relationships and cultivate new collaborations with students and with communities locally and globally. Accordingly, impact indicators will include:

- A web-based portal program or platform for partnership building and data management that could be marketed to other campuses²²
- A Civic Health and Equity Matrix and other instruments that can be used for ongoing assessment and evaluation of institutional impact in community and relevant for regional work.
- A model for transdisciplinary collaboration and partnership work, printed and online products through the Facing Project training and related tools, and an increase in national visibility.

²² There is an identified need for such a tool. Research across other institutions suggests variation in approaches used, consisting primarily of spreadsheets and databases. See for example: <http://engage.illinois.edu/> or <http://www.montana.edu/engagement/communityengagement/service-opportunities.html>



4. Dimension: Office of Engagement Logistics and Operations

4.1. Input

Since the inauguration of the Office of Engagement in 2013, significant progress has been made to provide a visible physical presence, facilitate partnerships, and share resources and development opportunities with faculty and others on campus and in the community. Currently, a faculty director and associate director, also faculty, lead the Office of Engagement. The office work is supported by a graduate assistant, one undergraduate work study and a graduate student, as well as shared administrative support.

Because the Office of Engagement resides in Academic Affairs and reports to the Provost, there are collaborative and effective working relationships with academic units and college leadership team members, including deans and directors from across campus. The self-assessment conducted for Carnegie Engaged Campus status application and continued engagement efforts indicate that engaged teaching and learning, and engaged RSCW are present in almost all areas and levels across campus in a variety of forms. Notwithstanding, and although knowledge and recognition about what is happening elsewhere has improved, opportunities for growth remain.

The Office of Engagement now has a visible presence through publications and our website, and in the Provost's snapshot/annual reports. We have also published a full-color brochure featuring several engaged learning and research sites, and an engagement by the numbers fact sheet.

In addition to our work with faculty and programs, the Office of Engagement also works with several units across campus. For example, CCE collaborates with University Relations with regards to University District and Community Fest and other general campus-community initiatives; with the Office of Assessment to review our Senior Survey and the Faculty Survey to gather specific data on community engagement; with the Center for the Enhancement of Teaching and Learning (CETL) to support and promote faculty development and engaged pedagogies; with the Registrar's office on voting data, and the Community Engaged Learning (CEL) Course designation; the Office of Student Life for student volunteer opportunities, especially when credit bearing connections exist; Career Services regarding internships, career opportunities, community partners, and exploration of shared technologies; and with the Development Office for Student Scholarships.

Signature events that the Office of Engagement oversees or collaborates on include the following:

- Mountain West Community Engaged Scholars Summit (previously UNC's Engaged Scholars Symposium)
- Engaged Faculty Institute(s) with Campus Compact
- Engagement Scholarship Consortium Annual Conference
- University District and City of Greeley
- CAP Bob and Bonnie Phelps Family Student Scholarships
- Social Science Engaged Scholars Award (with Office of Research)
- UNC Community Fest partner

4.2. Output for Office of Engagement Logistics and Operations

The infrastructure and resources in the Office of Engagement will be dedicated in the coming years to reinforce those areas that are working well, rework those that need attention, and expand into new territories that will enhance engagement at UNC. By providing transformative and engaged learning and RSCW opportunities, recognized as high impact practices, this work will support institutional priorities to increase enrollment, improve student persistence and graduation, and enrich existing and new community partnerships.

- a. Campus Commons: The Office of Engagement will continue collaboration with the Campus Commons planning team as a future ‘inhabitant’ of the building
 - Once relocated to the Campus Commons, CCE will work with other units to identify support staff, resources and basic operations for student, faculty and community engagement.
- b. Determine key institutional partners and develop mechanisms to support cross campus collaborations:
 - Work with faculty and student affairs professionals to identify opportunities for coordinating curricular and co-curricular engagement pathways, especially with Office of Student Life and Dean of Students
 - Connect with Centers and Institutes to identify liaisons and establish common ground and areas for mutual benefit or collaboration
 - Work with the Development Office and Alumni to explore options for additional Engaged Student Scholarships and Engaged Faculty Endowed positions
 - Partner with Career Services to further connect engagement to career opportunities
 - Continued partnership with Office of Assessment on senior survey and data analysis on students’ perceptions and experiences in engaged learning and RSCW. Connect with UNC Social Research Lab for additional survey administration and support.
 - Partner with other entities on campus, i.e. Social Research Lab to engage students in assessment of engaged projects
- c. Oversight of External Partnerships
 - City of Greeley, University District, and maintain relationships with other community based organizations
 - Revisit Partnership Portal interface design and viability. Work with IDEA to develop a web based portal for partnership connections and management
 - Partner with Campus Compact of the Mountain West to explore professional development opportunities and grant funding for faculty as well as regional collaborations with other institutions
 - Explore membership or affiliation with other engagement organizations, i.e. Engagement Scholarship Consortium, Imagining America. Consider regional cluster options.
- d. Pilot and develop signature programs for cross campus and transdisciplinary engagement with faculty, students and community partners. Examples include:
 - The Civic Health and Equity Initiative
 - The Facing Change Project
- e. Reevaluate engaged leadership institute and progress on action plans developed

4.3. Outcomes for Office of Engagement Logistics and Operations

- a. Enhanced working relationships and communications with a range of units across campus:
 - Relocation to Campus Commons will facilitate engagement with campus units, in particular Career Services, and make the office more accessible to students and community partners
 - Mechanisms will increase efficiency in data driven management and decisions, including the ability to promote, coordinate and track participation in curricular and co-curricular engagement pathways, especially with Office of Student Life

- Regular and streamlined/automated access to engagement data through different sources, including Office of Assessment and Social Research Lab
- Potential for increased and consistent administrative support in the new location
- b. Increase in Engaged Student Scholarships and potential for Engaged Faculty Endowed positions:
 - Training and professional development or grant opportunities for faculty will continue and faculty engaged scholars network will grow
- c. External Partnerships will be enhanced through in person and online technologies and communication systems (web based partnership portal) that will allow for the flow of information, requests to partner, and tracking of impact
- d. UNC is an engagement leader and has a recognizable and active presence in regional and national organizations
- e. Signature programs will evolve as transdisciplinary learning sites across the campus and in communities

4.4. Impact for Office of Engagement Logistics and Operations

As a result of the above actions the following long term effects and mutual benefits can be anticipated:

- Campus Commons will not only house the Office of Engagement, but will serve as a “community-building connecting point, in the traditional sense of a public space.”²³
- Increased relationships and systems thinking approaches to UNC’s engagement with external partners
- Strengthened benefit for institution and community partners with collaboration on a horizontal plane, as in systems thinking approaches, not hierarchical.
- UNC will be recognized as promoting lifelong engagement as a lifestyle.

Final Considerations

As with any planning endeavor, the document is always only a plan. It is imperative that we collaborate, recruit colleagues and continue to engage one another to advance the agenda and work presented herein. And, while this 2020 plan for Advancing and Sustaining Engagement is designed to guide our efforts over the coming years, it is not intended to impose or restrict it because:

“The future is, in many ways, un-chartable—so the skills we need are not so much the skills of cartographers but those of adventurers—improvisation, adaptability, imagination. We will—we must—adapt as we go.”
(President Norton, p. 6, SOU, 2016)

With this in mind, we close by acknowledging the continual need to ensure that the language we use to present and frame engagement be as clear and inclusive as possible. We recognize also the increasing potential of engagement to not only fulfill our academic mission but also to enhance graduation and retention rates for all our students. Finally, we underscore the valuable contributions that engaged teaching and learning and RSCW entail for our current students’ career and life opportunities, as well as the inherent connections and mutual benefit for alumni and community partnerships locally and globally.

²³ Norton, K., State of the University 2016, p. 5. <http://www.unco.edu/news/assets/pdfs/2016SOUtext.pdf>



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