COMMUNITY AND CIVIC ENGAGEMENT

3–Year Progress Report on the Plan to Institutionalize Engagement
at the University of Northern Colorado

2013–2016

UNIVERSITY OF
NORTHERN
COLORADO

CONTENTS

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Community Organizations

City of Evans
City of Greeley
Colorado Coalition for the Homeless
Community Foundation, Greeley & Weld County
Global Refugee Center

Greeley Downtown Development Authority
Noble Energy
North Colorado Health Alliance
State Farm
UNC Office of Development

United Way of Weld County
Weld County Area Agency on Aging
Weld County School District 6
Weld Food Bank

Community Engagement Allies and Critical Friends

Barbara Holland, Judith Ramaley, and Lorilee Sandmann

UNC is recognized by the Carnegie Foundation

PURPOSE

This report informs Provost Robbyn Wacker and faculty, student affairs professionals and staff at the University of Northern Colorado and our community partners on progress and accomplishments from the 3-year plan to Institutionalize Community and Civic Engagement.

The Community and Civic Engagement Plan is informed by the work of the Community and Civic Engagement (CCE) Committee in 2012–2013 conducted in alignment with University of Northern Colorado's (UNC) institutional priorities and efforts. The emphasis in the plan is to support engagement in our academic mission and activities with a view to enriching and improving engaged teaching, learning, scholarship, and creative works.

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."

This report informs work across four key areas identified as priority actions in the original plan: A) Administration, B) Campus Wide, C) Faculty and Student Affairs, and D) Campus and Community Relations. This report addresses objectives and outcomes for each area, evaluates each area, identifies challenges, and recommends next steps for sustaining engagement efforts as UNC moves forward. The Office of Engagement in consultation with the Community and Civic Engagement Committee prepared this report, Spring 2016.

	YEAR 1: 2013–2014 Organizational Structures and Provisions for Engagement	**YEAR 2: 2014–2015** Aligning UNC Vision, Values and Engagement Initiatives	**YEAR 3: 2015–2016** UNC is…An Engaged Campus
ADMINISTRATION	A.1.1 Announcement of Engagement Leadership Team A.1.2 Formation of University and Community Advisory Boards A.1.3 Recruitment of Engagement Design Teams A.1.4 Develop comprehensive assessment model	A.2.1 Chief Engagement Officer & Design Teams undertake campus review of year one A.2.2 Complete and submit UNC's application for Carnegie Classification in Community Engagement. A.2.3 Assessment data collection	A.3.1 Assess the quality and integrity of first two years of public engagement initiatives A.3.2 Complete assessment and evaluate model A.3.3 Report to campus, provost and community on ongoing engagement efforts.
CAMPUS-WIDE	B.1.2 UNC delegation participates in Engagement Scholarship Consortium Conference for faculty, staff, administrators and design teams.	B.2.1 Advance and support funding opportunities and professional development for new engagement efforts in teaching and RSCW B.2.2 Announce RFP for engaged mini-grants and professional development opportunities.	B.3.1 Design teams review annual evaluation, tenure and promotion guidelines for engagement criteria B.3.2 Support faculty and student affairs professionals capacity building and promote engaged teaching-learning and engaged scholarship.
FACULTY AND STUDENT AFFAIRS PROFESSIONALS	C.1.1 Implement mechanisms to support and align existing engagement efforts among faculty's teaching and scholarship, e.g. Engaged Faculty Institute.	C.2.1 Identify and mitigate any perceived or known barriers to public engagement in pedagogy, curricular and RSCW C.2.2 Continue Engaged Faculty Institute with advanced option	C.3.1 Identify and formalize pedagogies and structures that support engaged courses and scholarship. C.3.2 Advanced Engaged Faculty Institute with faculty training faculty.
COMMUNITY RELATIONS	D.1.1 Consolidate community partnership building, tap into existing efforts, i.e. University District and Town-Gown. D.1.2 Launch UNC's Public Engagement identity (website and portal and print based).	D.2.1 Design and implement formal structures to facilitate productive, reciprocal and sustainable community partnerships. D.2.2 Host community open house and round tables for feedback and collaboration.	D.3.1 Evaluate and determine next steps for long-term sustainability of public engagement and institutional commitment D.3.2 Ongoing Support community-campus relations and partnerships.

Figure 1: Priority Actions from Three-Year Plan for Institutionalizing Engagement at UNC

Excerpt from CCE Plan 2013

Goal A.1: Organizational Structures and Provisions for Engagement

Objectives and Outcomes

A.1.1. Engagement Leadership Team.
Following an internal campus search, a faculty member was appointed by the Provost to serve as the inaugural Director of Engagement. The Director, tenured faculty in the College of Humanities and Social Sciences, began service on a reassigned workload in September 2013. An associate director, also faculty on a reassigned load, was hired in Spring 2014 and a team of part time administrative support was recruited.

A.1.2. Formation of University and Community Advisory Council for Engagement.
At the Director's invitation members of the original Community and Civic Engagement task force, convened by the Provost in 2013, were invited to continue service on the CCE Leadership Committee. Most participants accepted and the decision was made to expand the committee to include representation from other units/sectors from across campus.

A.1.3. Recruitment of Engagement Design Teams.
The Office of Engagement worked with campus community to recruit faculty, student affairs professionals, academic leadership and staff to participate in the Mountain West Engagement Academy (see Section B.1.1. on Engagement Academy).

A.1.4. Develop comprehensive assessment model.
The director reports annually and as needed to the Provost on CCE activities and accomplishments. The CCE Assessment Sub-committee, formed with faculty and administrators, works with the director and associate director to collect data from established campus sources, determine appropriate measures and assessment processes.

Evaluation

- The Office of Engagement resides in Academic Affairs and reports directly to the Provost, given its mission to work with and support faculty and students in engaged teaching, learning, RSCW, and connections to community-based contexts.

- The Office of Engagement leadership team comprises the Director and an Associate Director, who also serves as co-chair for the CCE Campus Committee. Both work closely with the Campus Committee for Community and Civic Engagement.

- Support is also provided by a full time graduate assistant, part-time graduate student employee, an undergraduate work-study and shared administrative support.

- The Office of Engagement interfaces with all academic and many other units on campus in varying degrees (i.e. Career Services, Alumni, University Relations).

- In addition to the campus wide committee, three working sub-committees exist:
    - Carnegie Classification Application
    - Assessment and Evaluation of Engagement
    - Community Engaged Scholars Symposium and Awards

Challenges

- Director and associate director positions are currently reassigned workloads.

    - Individuals report and work across multiple units and areas.
    - Reassigned workload brings advantages, connections to faculty, students, colleagues, but also inherent challenges, including possible encumbrance on home departments of those serving.

- Sub-committees have been productive and accomplished many of the stated goals, although challenges persist.

    - Balancing broad representation with active participation.
    - Scheduling large committee meetings.
    - Turnover in committee and representation from relevant areas.

Next Steps

- Review of leadership roles and responsibilities.

- Consider faculty fellows, or alternate model, increased collaboration with existing fellow groups (Teaching and Learning, Assessment, or LAC Council/task force).

- Reconvene engagement design teams (see Year 1 report for details).

- New and permanent office space is planned in the Campus Commons (Phase II).

Goal: A.2: Aligning UNC Vision, Values, and Engagement Initiatives

Objectives and Outcomes

A.2.1. Director of Engagement & Design Teams review of year one.

Year 1 Report submitted to Provost and available on website; the engagement assessment plan was advanced, UNC's Public Engagement Identity, and Community Partnership Building were the focus of strategic actions.

- CCE website realigned with UNC's institutional identity.

- CCE engaged in discussions with the Career Services Office to explore collaboration with the existing Client Relationship Management (CRM) system as partnership portal.

- The Office of Engagement launched a Facebook page.

A.2.2. Complete and submit UNC's application for Carnegie Classification in Community Engagement.

Documentation and alignment among campus mission, culture, leadership, resources and practices that support dynamic and noteworthy community engagement. The Office of Engagement with support of the Carnegie Sub-committee conducted an exhaustive campus-wide self-assessment on over 30 items and indicators. In depth analyses and descriptions, including examples of institutionalized practices of community engagement, documented coherent and compelling evidence of community engagement.

A.2.3. Assessment data collection.

Worked with the CCE Sub-committee for assessment, comprised of faculty and administrators, to identify and implement systems that will enable evidence of intuitional impact across a range of indicators.

- Identification of principles for engaged student learning outcomes.

- Development of codes to gauge impact on faculty through attributes in Digital Measures that identify engaged teaching and scholarship/RSCW.

- Work underway (year 3) to develop course designation for Community Engaged Learning Courses (not internships or practica).

Evaluation

Assessment work is ongoing and iterative. Annual reports based on the CCE 3-year plan can be found on the CCE website, summarized also in this document.

- The Carnegie Foundation for Teaching and Learning recognized UNC as a Community Engaged Campus for the first time in 2015.
- Digital Measures codes based on Carnegie Foundation Engagement classification now enable faculty to self-identify professional activity/RSCW that is Engaged Teaching and Learning Scholarship (ETLS) and Engaged Scholarship (ES).
  - These codes will support annual reporting and inform campus-wide engagement indicators.
- The need remains to follow through with engagement design teams on the scope and variety of outcomes, opportunities to reconnect and share resources.

Challenges

- In keeping with institutional work in assessment, assessment and evaluation of engagement needs to be an integral part of faculty, program, unit and college level reporting structures.
- Mechanisms and processes for this need to be supportive not punitive.
- Responsiveness and ability to implement a meaningful system.

Next Steps

- Promotion and awareness campaign for Digital Measures codes.
- Consultation with faculty departments and units to discuss and review assessment criteria.
- Implementation and tracking of courses designated as community engaged learning.
- Formulate, in collaboration with engagement design teams, a process to support ongoing work.

Goal: A.3: UNC is…An Engaged Campus

Objectives and Outcomes

A.3.1. Assess the quality and integrity of first two years of public engagement initiatives.
This document constitutes the third year summary report and as such identifies objectives and outcomes for each of the main areas, evaluates these and reports on next steps. This report was developed in consultation with the campus-wide CCE Committee and Assessment Sub-committee.

A.3.2. Complete assessment and evaluate model.
In addition to the assessment mechanisms described in A.2., Year 3 included work with UNC-Institutional Reporting and Analysis Services (IRAS) and the Office of Assessment to review student data and indicators from the Senior Survey.

A.3.3. Report to campus, Provost and community on ongoing engagement efforts and return on investment.
This report is also available in electronic format on the www.unco.edu/cce website. The accomplishments outlined herein, together with the Carnegie recognition as an Engaged Campus are all indicators of the return on investments.

Evaluation
- Office of Engagement: now has a physical, human and online presence.
- Carnegie Classification: UNC is one of only 3 Colorado institutions to receive the designation.
- Engaged Faculty Institutes & Advanced Curriculum support faculty teaching and learning and engaged RSCW.
- Identification and mechanisms of Digital Measures codes, and course coding process underway all assist ongoing assessment.
- Guiding Principles for Engaged Student Learning Outcomes inform instruction.
- Senior survey data and analysis show positive findings for students who participate in engaged learning or RSCW opportunities.

Challenges
- Support: human and technological resources determine current capacity.
- Assessment of engagement is ongoing and both formative (monitoring) and summative (evaluative).
- Assessment is best supported through comprehensive and integrated mechanisms, as well as working closely with academic leaders, faculty and units across campus.

Next Steps
- The Office of Engagement once relocated to Campus Commons will work with other units to identify support staff, resources and basic operations.
- Continued collaborations with IRAS, Office of Assessment, academic units and student affairs professionals.
    - Assessment of engaged learning at the program and/or course level.

AREA B: CAMPUS-WIDE ENGAGEMENT

Goal: B.1: Organizational Structures and Provisions for Engagement

Objectives and Outcomes

B.1.1. UNC hosts Engaged Campus Leadership Academy.
The Campus Compact of the Mountain West and UNC collaborated to host the Mountain West Engagement Academy in February of 2014. Over 45 UNC participants, and some 30 campus leaders and representatives from five other regional institutions learned about the centrality of engagement in higher education and developed action plans. Support and collaboration with Campus Compact of the Mountain West.

B.1.2. UNC delegation participated in the Engagement Scholarship Consortium Conference.
Each year for the past three years, UNC has been represented and participated at the Engagement Scholarship Consortium Conference, the leading international forum for engaged scholars, community partners and campuses.

Evaluation
- Mountain West Engagement Academy—UNC Design teams focused on:
  - Academic portfolio: designed to collaborate and serve on CCE Campus Committee and various sub-committees.
  - Sustainability: Collaboration continues with the Environmental Studies faculty, including EPA technical assistance, and connections with Sustainability Council.
  - Teacher License group: has met with Director, programs have shared partnership information, meetings regarding new district partnerships and increased understanding about engaged learning and its connection to teaching.
  - Global/local engagement: work continues with increased faculty-led study abroad, growing international recruitment efforts, and engaged faculty teaching and RSCW with diverse communities locally and globally.
  - Integrated Student Support Services: collaborations remain with primarily representation on CCE Campus Committee that has proven beneficial for partnership building and sharing knowledge/resources.
  - Student leadership development: collaborated with Leadership Studies and other faculty on program revision and new curriculum in Leadership Studies minor.

- UNC delegations participated at Engaged Scholarship Consortium (ESC).
  - Two students and a colleague gave a poster presentation.
  - Director delivered a juried research paper.
  - Director, associate director and faculty colleague delivered juried presentation.
  - Presentations represent different examples of engagement at UNC.
  - A collaborative presentation with two regional Higher Education Institutions.

Challenges
- Faculty availability, resources and funding model for professional development.
- Time and investment required for deliverables/outcome indicators.
- Faculty and department expectations to present/participate at discipline relevant conferences.

Next Steps
- Continue to promote ESC and other scholarly forums across campus.
- Explore transdisciplinary and collaborative research.
- Funding mechanisms and sources to support engaged faculty presentations/scholarly activity at relevant forums.

Goal: B.2: Aligning UNC Vision, Values and Engagement Initiatives

Objectives and Outcomes

B.2.1. Advance and support funding opportunities and professional development for new engagement efforts in teaching and RSCW.
In collaboration with UNC Office of Research and Office of Sponsored Programs, the Office of Engagement promoted and participated in the evaluation and award of the Summer Support Initiative (SSI) for proposals with a special designation for Engaged Scholarship. The Social Science Engaged Faculty Research Award has continued.

B.2.2. Announce RFP for engaged mini-grants and professional development opportunities.
Office of Engagement shares each year the call from the Campus Compact for engaged faculty mini grants, as well as professional development through the Engaged faculty institutes, (see below B.3.2., C.1. and C.3.) In fall 2014 in response to a Campus Compact national call, UNC submitted a proposal for an engaged faculty/campus training grant.

Evaluation

- Summer Support Initiative (SSI) awards have been made each year to support faculty working in Engaged Research, Scholarship or Creative Works.

- Three UNC faculty have been awarded mini grants (See Section B.3.2.) to support engaged teaching and RSCW.

  - Awards include Geography & GIS for *Oil and Gas Perspectives in Colorado*, in Political Science & International Studies for *Community Responses to Hydraulic Fracturing in Greeley*, and in Anthropology & Gender Studies for *The Politics of Absence: Women Searching for the Disappeared Men in Kashmir*.

- Although the proposal, UNC Engaged Faculty Forum (EFF): Capacity Building for Transformative Education was not funded, it laid the foundations for cross campus collaborations about how we build momentum and support for engaged learning. It also identified participants and interest in the redesigned advanced Engaged Faculty Institute currently in development.

- UNC collaborated with Campus Compact of the Mountain West to develop a national webinar "Re-imagining the Engaged Campus" with UNC Director and colleagues from CU and MSU.

- Social Science Engaged Faculty Research Award for junior engaged scholars has expanded its criteria and now includes: Anthropology, Africana Studies, Economics, Environmental Studies, Gender Studies, Geography & GIS, Human Services (programs in Community Health; Gerontology, Rehabilitative Services, and Recreation, Tourism and Hospitality), Hispanic Studies, Modern Languages, Nursing, Political Science, Social Science, and Sociology.

Challenges

- Limited resources available through different venues.

- Need to ensure that grant and award review teams fully understand the nature and value of engaged pedagogies or RSCW.

Next Steps

- Continue to promote engaged awards and internal support through existing mechanisms.

- Partner to recraft all NPP and RDFD (FRPB) calls for grant monies to include recognition of engaged teaching and professional activity.

- Collaborate with OSP and others to identify external funding sources.

Goal B.3: UNC is…An Engaged Campus

Objectives and Outcomes

B.3.1. "Design teams" review annual evaluation, tenure and promotion guidelines for engagement criteria.
Initial review of college evaluation criteria has begun and plans are being developed to incorporate this objective into the next stages of CCE work. It became evident that before we can address this with the attention and support needed, other mechanisms and systems for supporting and recognizing engaged teaching and professional activity need to be in place.

B.3.2. Support faculty and student affiars professionals capacity building and promote engaged teaching-learning and engaged scholarship or RSCW.
As part of the Office of Engagement's work in this area recognition of engaged faculty, student affairs professionals and campus staff has continued through several mechanisms.

- The UNC annual Engaged Scholar Awards recognize and honor outstanding efforts and achievements made toward the development and practice in the field of community engagement between UNC constituents and community partners.

- UNC, in partnership with Campus Compact, has promoted and supported faculty applications to the Engaged Faculty mini grants for the past three years.

Evaluation
- Current college criteria for faculty evaluation are under initial review with the knowledge that some colleges are undertaking a revision of their criteria.

- Recipients of engaged awards were recognized for their outstanding work and dedication to engaged work in one or more of the following fields at the UNC Community Engaged Scholars Symposium: community-based learning, community-based research, and community partner building.

- Engaged Faculty have received 3 external mini grants from Campus Compact:

  - Faculty in Music for a program regarding social justice issues and civic engagement, specifically in relation to bringing the arts to individuals who are incarcerated in South Africa.
  - Faculty in Anthropology for the *Roots* program with UNC students, immigrant and refugee high school students and Greeley museums.
  - Faculty in Audiology & Speech Language Science for *Assessing the Effectiveness of the Audiology & Speech Language Sciences Undergraduate Program Curriculum*.
  - Anthropology faculty member participated in Campus Compact webinar on *Community Engagement & Refugee Resettlement Programs: Building Community through Service and Learning*. A group of faculty and administrators participated in the webinar and follow-up discussion.

- Work on the Advanced Engaged Faculty Institute to support engaged pedagogies and scholarship is discussed below.

Challenges
- Variation in college faculty evaluation and criteria across programs and units.
- Understanding of engaged teaching and RSCW.

Next Steps
- Review any changes to college evaluation criteria.

- Determine process to support programs with review of annual evaluation, tenure and promotion guidelines for engagement criteria.

- Host workshop, form working group or task force of engaged faculty to address this area.

- Collaborate with faculty, Faculty Senate and other entities on campus as Board of Trustees documentation and requirements are adjusted, as opportunities arise.

Goal: C.1: Organizational Structures and Provisions for Engagement

Objectives and Outcomes

C.1.1. Implement mechanisms to support and align existing engagement efforts among faculty's teaching and scholarship, e. g. Engaged Faculty Institute.

- In coordination with Campus Compact of the Mountain West, the UNC Office of Engagement issued a call to faculty and others interested in participating in Engaged Faculty Institutes.

- Evaluation Engaged Faculty Institutes: Some 20 faculty attended two one-day workshops hosted at the University of Denver and Front Range Community College in years one and two.

- The Engaged Faculty Institute, Introduction to Service-Learning provides faculty resources and professional development about student-centered, experiential education that enhances classroom learning while addressing community needs.

- CCE Assessment Sub-committee identified guidelines for engaged student learning outcomes through the review of engaged syllabi. These discussions were also informed by the AACU's Liberal Education and America's Promise (LEAP) value rubrics and work on high impact practices.

- The Assessment Sub-committee worked with faculty to identify engaged courses with a view to implementing course designations for community engaged learning courses, and 60 courses have been identified thus far.

Challenges

- Engaged Faculty Institute delivery format, faculty availability, follow-through and support once back on campus.

- Motivation and incentive to revise syllabus.

- Implementation of engaged learning, resources and support.

Next Steps

- Consider ongoing faculty institutes, application of advanced model, and cohort groups.

- Design and delivery of faculty professional development through hybrid and alternate formats.

- Documentation of return-on-investment for faculty, students and institution and community partners.

Goal: C.2: Aligning UNC Vision, Values and Engagement Initiatives

Objectives and Outcomes

C.2.1. Identify and mitigate any perceived or known barriers to public engagement in pedagogy, curriculum development and RSCW.
Work to develop systematic campus-wide accountability and assessment mechanisms to measure the impact of institutional engagement across multiple levels.

- The CCE Assessment Sub-committee identified and proposed a comprehensive set of *Guiding Principles for Engaged Student Learning Outcomes*.

- These principles were developed through faculty open forums, consultation with faculty, instructors and student affairs professionals, in-depth research on engaged learning and assessment, and in consultation with assessment fellows and the Office of Assessment.

C.2.2. Continue Engaged Faculty Institute with advanced option.
Director of Engagement collaborated with Campus Compact of the Mountain West (CCMW), and with a team of colleagues from across the region to redesign the Engaged Faculty Institute and its respective training model.

Evaluation
- Engaged Faculty Dialogues increased shared understanding and awareness of how engaged learning opportunities are promoted in courses.
- Guidelines for Engaged SLOs were developed with consideration of assessment techniques but in recognition that specific outcome measures reside at program and course levels.
- Advanced Engaged Faculty Institute curriculum now explicitly links to campus service learning and civic engagement institutionalization work.
- Five UNC faculty completed the faculty-to-faculty training for delivery of the Advanced Engaged Faculty Institute, see C.3.1.

Challenges
- Need for a robust faculty-to-faculty network/mentoring system.
- Engaged faculty and faculty trainers' availability and commitment.
- Appreciation and differentiation of curricular and co-curricular engagement activities and pathways.

Next Steps
- Evaluation of SLOs:
    - Alignment of guidelines for Engaged SLOs with Institutional and LAC Student Learning Outcomes.
    - Alignment of guidelines for Engaged SLOs with course/unit SLOs.
- Continued support from Academic Affairs leadership to recognize and reward achievements in engaged pedagogies and RSCW.
- Sustained collaboration with faculty and student affairs professionals to identify opportunities for coordinating curricular and co-curricular engagement pathways.
    - Develop process and criteria for designation of Community Engaged Learning Courses.

Goal: C.3: UNC is…An Engaged Campus

Objectives and Outcomes

C.3.1. Identify and formalize pedagogies and structures that support engaged courses and scholarship.
As described elsewhere in this report, the Office of Engagement has designed, delivered and supported a variety of engagement activities.
- CCE took on the planning and implementation of the Community Engaged Scholar Symposium (CESS) in the fall of 2014, hosting the 8th annual event in November.
    - The 9th annual CESS was held in October of 2015. Each year approximately 45 presentations, over 100 presenters and 200 people participated in the day's events and symposia.
- CCE began assembling exemplars for a pedagogical "tool kit" to support faculty interested in undertaking engaged teaching and research.
- CCE website links to external resources available for engaged teaching, learning and scholarship.
- Individual consultations and recommendations made through the Office of Engagement with new and experienced faculty engaged teacher-scholars.
- Engaged Faculty Dialogues increased understanding and awareness of how engaged learning opportunities are promoted in courses.
    - Guiding Principles for SLOs now available on website.

C.3.2. Deliver an Advanced Engaged Faculty Institute with faculty training faculty.

The Director of Engagement serves on the Advisory Committee to the Campus Compact of the Mountain West, oversees and designs professional development for faculty. The advanced option supports experienced faculty who seek to expand engaged pedagogies or scholarship in their practice.

Evaluation

- An evaluation of CESS was sent to all participants and attendees after each event to inform future events.

  - In 2014, 71% of presenters indicated they would participate in future events.
  - In 2015, 88% of presenters indicated they would participate in the symposium next year.
  - The event will celebrate 10 years in 2016 and is being reconceptualized (see below) to meet growing regional needs.

- The CCMW Engaged Faculty Institute Redesign Committee partnered with Campus Community Partnerships for Health (CCPH), and California Campus Compact to redesign the CCPH Toolkit for faculty training to serve as the advanced Engaged Faculty Institute curriculum that is now available online and ready to deliver.

  - In October, 2015 a group of UNC faculty and one student affairs professional from the graduate school attended the Campus Compact of the Mountain West advanced Engaged Faculty Institute for train-the-trainers model.This one-day intensive workshop introduced faculty to a comprehensive curriculum for delivering specially tailored Engaged Faculty Institutes on our campus.

Challenges

- Identification of how best to deliver the Engaged Faculty Institutes on campus.

- Sharing ongoing data collection and assessment at course level of engaged learning.

- Relation to evaluation of student learning outcomes and community impact.

Next Steps

- Plan and design the on campus advanced series of Engaged Faculty Institutes, basic, intermediate and advanced.

- CCE is collaborating with the Campus Compact of the Mountain West and representatives from regional institutions to host the regional 10th annual Community Engaged Scholars Symposium, to be re-named Mountain West Community Engaged Scholars Summit.

AREA D: COMMUNITY RELATIONS

Goal: D.1: Organizational Structures and Provisions for Engagement

Objectives and Outcomes

D.1.1. Consolidate community partnership building, tap into existing efforts, e.g. University District and Town-Gown.

- Director of Engagement has given public presentations at town/city forums on UNC's Engagement work and current status.
- Director participates regularly in University District, Town-Gown and other citywide meetings and events, as schedules permit.
- Director and Associate Director met with representatives from community-based groups and businesses to share UNC Engagement and to work on logistics for partnership support and building.
- The Director and Associate Director worked with the University Relations and City of Greeley to coordinate Constructing Community Dialogues in collaboration with University District working groups and sub-committees.

D.1.2. Launch UNC's Public Engagement identity (website, portal, and print based).
UNC's Public Engagement identity has grown considerably as a result of several concrete actions and outcomes.

- Community and Civic Engagement website and email includes links, reports and news related to CCE, including Mission & Vision, Definition, Resources for Students, Community, and Faculty and Student Affairs Professionals, as well as some partnership information.
- CCE Plan Executive Summary redesigned into digital publication now on CCE website.
- CCE in-house flyer summarizing UNC's Engagement Mission and Vision, Commitment and Breakthrough Projects.
- Community and Civic Engagement first color brochure produced with University Relations.
- Engagement infographic and fact sheet illustrating the range and diversity of engagement work on campus.
- Provost's 2014 *Academic Affairs Snapshot and Review* features Community and Civic Engagement in 2014, in addition to mention in each college or unit section.
- Two promotional videos launched highlighting community-based learning in local and global communities. Videos can be found at unco.edu/cce.

Evaluation
- UNC's Office of Engagement has established a viable media presence across various mediums.
- Sustained work with local city and other community partners is underway and recognizable.
- Maintenance of current engagement media and information is ongoing and coordinated with University Relations (UR) and Marketing to align with UNC's identity and Content Management System (CMS).

Challenges
- Marketing management: design and production of news or media is a collaborative effort and requires adequate resources, lead time and media expertise. Video and photos of ongoing engagement activities on campus and community.
  - Technology: challenges and resources.
  - Relationship building and sustaining work with City of Greeley and other off campus partners.
  - Promote and sustain open and meaningful dialogue across campus with individuals invested in engagement and in contact with community partners.

Next Steps

- Identify or name dedicated liaisons/spokespersons within colleges/units.

- Marketing support-liaison to University Relations office.

- Alignment with other media outlets on campus and off campus.

- Continue increased promotion of engaged learning and RSCW for recruitment and retention drawing on available data and marketing tools.

Goal: D.2: Aligning UNC Vision, Values, and Engagement Initiatives

Objectives and Outcomes

D.2.1 Design and implement formal structures, including organizational structure to facilitate productive, reciprocal and sustainable community partnerships.

- Office of Engagement supported UNC Community Fest bringing together students, faculty and community-based organizations and business to campus to engage in hands-on learning and discovery.

- 2014 CCE hosted faculty, staff, partnership workshop facilitated by Dr. Harry Boyte, founder of Public Achievement, and director of the Center for Democracy and Citizenship.

- 2015 CCE hosted the Youth Voices Community Conversation in collaboration with Campus Compact of the Mountain West and Colorado Civic Health Network, to improve civic life and provide an opportunity for youth to share ideas and explore current opportunities related to civic health.

- The Civic Imperative: Engaging our Youth, Enriching our Communities workshop luncheon in fall 2015. This event featured a panel of youth from local communities and UNC to engage with one another and the audience to improve youth civic health.

D.2.2. Host community open house and round tables for feedback and collaboration.

The Office of Engagement is committed to and invested in sustaining community partnerships and evidence of this is found in the ongoing participation of the Office of Engagement, Director of Engagement and Associate Director with public presentations for the City of Greeley, University District, RSVP, Hip Hop Madness and other community based forums/venues.

- The Director and Associate Director serve on several community-based organizations that meet regularly and who partner closely with UNC in varying capacities:

- High Plains Library District, Downtown, and 3G: Greeley Great Group.

- CCE supports other UNC efforts for example partnering with Greeley-Evans District 6 Schools for ongoing partnerships across K–20 education.

- In spring 2015, a Community-Based Task Force was invited by the Office of Engagement to develop a Partnership Principles Framework.

Evaluation

- Office of Engagement has initiated several forums to specifically engage local constituents on issues related to partnership building and collaboration.

- Partnership Principles Framework (available at unco.edu/cce/resources) developed by external constituents and representatives from across economic, business, education sectors, city government, healthcare, non-profits, energy and libraries, who worked with support from CCE. It provides a knowledgeable and experience-based foundation, and outlines recommendations for others seeking to partner with UNC.

- The framework can be used to support new and existing partnerships, address issues of expectations, capacity, impact and communications and other logistics.

- Much work is ongoing, especially with local school districts, health organizations and businesses. More support is needed across areas, especially to identify "main contact" and sustainable communication processes.

Challenges

- Availability: finding common times and schedules that accommodate a diverse group of community partners and UNC constituents.

- Buy-in: What's in it for those concerned? The need to build authentic investment based on mutual benefit.

- Change: Keeping up with organizational changes and turnover in personnel and maintaining communication channels both on campus and off campus.

Next Steps

- Acknowledge variations in attendance and participation; explore alternate formats (i.e. virtual, asynchronous etc.).

- Determine priorities and identify different needs, including key organizational partners, as well as those of emergent partners or opportunities.

- Explore possibilities and options to identify college/unit level UNC-community liaisons, and maintain regular communications with Office of Engagement.

Goal: D.3: UNC is…An Engaged Campus

Objectives and Outcomes

D.3.1. Evaluate and determine next steps for long-term sustainability of public engagement and institutional commitment.
This report summarizes activities and accomplishments for the past three years. It considers main accomplishments with a brief evaluation of each area. Full yearly reports are available on the CCE website or upon request. This report also seeks to provide direction for ongoing work and sustainability of engagement at UNC.

D.3.2. Ongoing support community-campus relations and partnerships.
The Office of Engagement has worked to support on campus and off campus activities that relate to engaged teaching, learning, RSCW and that support the institutional mission and vision. To this end it has:

- Partnered with faculty and colleagues from campus and/or from other institutions to engage students and faculty in local or global engagement initiatives.

- Engaged with diverse constituents and entities on and off campus in such a way that a diversity of perspectives and approaches are recognized and acknowledged.

- Collaborated with UNC Foundation to support funding and scholarship opportunities for engaged students.

Evaluation

- Collaborated with Colorado State University to send UNC student participants to The Biennial of the Americas, 2015.

- Partnered with faculty on Schulze Speaker Series proposals and events.

- Collaborated with UNC faculty in Environmental and Sustainability Studies, and UNC's Wise Acres Farm, on the Environmental Protection Agency's Local Foods, Local Places project.

- Planning and program development with UNC-EMSA, Greeley Downtown Development Authority and the Colorado Dance Collective for annual Hip Hop Madness.

- Collaborated with Campus Compact of the Mountain West and Colorado Civic Health Network to host the Youth Voices Community Conversation for improving civic life for youth in our community.

- Supported the Bob and Bonnie Phelps Family CAP Awards to recognize students whose lives demonstrate an exceptional and exemplary personal commitment to: Contribute, Achieve, and Pay-it-Forward, recognizing up to three students yearly for up to $5000 each.

Challenges

- Defining the scope and reach of the work of the Office of Engagement and its emphasis on engaged pedagogies and RSCW.

- Mechanisms and resources to support and sustain collaborative initiatives that directly or indirectly promote academic engagement, engaged pedagogies and RSCW.

- Determining how best to assess the roles, responsibilities and degree of collaboration in some partnership activities is complex.

Next Steps

The Office of Engagement has the potential to embrace and support many facets of what it means to be an engaged campus. There is continued need to define what this looks like conceptually and how it functions operationally.

The Office of Engagement's eventual home within the Campus Commons will bring added presence and visibility to this work. Additional effort that builds on accomplishments thus far could include, but is not limited to:

- Utilizing engagement to increase graduation and retention rates.

- Further connecting engaged work to career opportunities.

- Facilitating lifelong engagement, as a lifestyle rather than a requirement.

SUMMARY

This report summarizes the accomplishments that have been made to advance the UNC plan to institutionalize engagement across four major areas, administration, campus wide, faculty and student affairs, and community. It has described how for each of these areas work has addressed the organizational structures and provisions for engagement, alignment of UNC vision and value of engagement, and what it means to become a nationally recognized engaged campus, including having attained the 2015 Carnegie classification as an Engaged Campus.

In addition, the report recognizes that this work is not without its challenges. Institutionalization of any initiative, be it a new undertaking or something that is already a part of the institutional fabric and history, as is the case of engagement, is always a complex and multifaceted process. Accordingly, the report aims to underscore the iterative and collaborative nature of this work and do so by proposing some potential next steps for each of the areas discussed. These next steps, or action items, will form the foundation for a forthcoming document that lays out a vision and actions for *Advancing and Sustaining Engagement*, as we continue to strengthen both UNC's outcomes and impact across campus and with communities through engaged teaching and learning, and research, scholarship and creative works in the public interest.

ADDITIONAL REFERENCES AND RESOURCES

Office of Engagement website:
> www.unco.edu/cce/

> UNC Community & Civic Engagement Plan:
> > www.unco.edu/cce/docs/CCE_PlanFINAL.pdf

> Executive Summary:
> > www.unco.edu/cce/docs/Executive%20Summary%202014_eBrochure.swf

> First Year Report:
> > www.unco.edu/cce/docs/Y1%20CCE%20Annual%20Report%20Year%201_2013-14_FINAL.pdf

> Second Year Report
> > www.unco.edu/cce/docs/Y2%20CCE%20Annual%20Report%20Year%202_2014-15.pdf

Campus Compact of the Mountain West (CCMW):
> www.ccmountainwest.org/

Carnegie Foundation for the Advancement of Teaching:
> www.carnegiefoundation.org/

AAUP's Liberal Education & America's Promise (LEAP):
> www.aacu.org/leap

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